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ABSTRACT

This casebook on parent and community participation is part of a series of resource booklets to be developed in conjunction with each of the eight characteristics of effective schools used in the Illinois Quality School Index (IQSI). The resources identified are derived from computer searches in the ERIC database, contact with national professional organizations, and assistance from Illinois colleges of education. The first section provides computer search printouts of journal annotations and document abstracts from the ERIC resource system on the topic of parent and community participation. This is followed by copies of two newsletters published by the National Association of Elementary School Principals on "Winning Public Support for Education" and "Effective School PR and How to Get It." Thereafter, addresses and descriptions of suggested organizational resources are provided, including lists of pertinent publications available from each. The last two sections consist of suggestions for further study and a listing of resource agencies in Illinois and nationwide. (TE)

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ILLINOIS QUALITY SCHOOLS: A Casebook

PARENT & COMMUNITY PARTICIPATION: A CASEBOOK

Spring 1985

Illinois State Board of Education
Department of Regional Services
Program Planning and Development

Walter W. Naumer, Jr., Chairman
Illinois State Board of Education

Ted Sanders
State Superintendent of Education

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...[parents] you bear a responsibility to participate actively in your child's education. You should encourage more diligent study and discourage satisfaction with mediocrity and the attitude that says 'let it slide'; monitor your child's study; encourage good study habits; encourage your child to take more demanding, rather than less demanding courses; nurture your child's curiosity, creativity and confidence; and be an active participant in the work of the schools.

—National Commission on Excellence in Education, *A Nation At Risk*

Introduction

Citizens' Advisory Committees. Open Houses. Parent Volunteers. Parent Newsletters. Parent-Teacher Organizations. Guest Speakers from the Community. These activities involve parents and community in an ongoing or one-time-only relationship with the school.

Parent and community participation in the schools can range from cooperative work arrangements with local business and industry to school-sponsored parent workshops on helping students with homework. The use of school buildings for civic activities is another way schools and communities cooperate. Voter approval of a tax referendum for financial support of the schools demonstrates community-wide concern about the schools.

Whatever the type or length of the activity, parent and community participation is important to schools which want to be considered effective. School personnel need to recognize the positive contributions of external persons, encourage their participation, and make them feel welcome and important to the school's operation. Parents and the community have a right and a responsibility to participate in the education of their local youth. Effective schools can point to parental involvement and community support as some of the positive reasons for their success. Recent educational reform has alerted the public to the need for quality education and raised their interest in, and commitment to, school improvement.

In the early 1950s, President Dwight Eisenhower expressed the opinion that "Good education is an outgrowth of good homes" (*School Slate*, 1984). At a time when an estimated 73 percent of the nation's population has no children in public schools (Arndt, 1984), community involvement is increasingly difficult, yet more crucial than before. Recent national reports on schooling (e.g., *A Nation At Risk*) have focused attention on education. Educators need to capitalize on this publicity to continue local interest in the schools.

Parent and community participation is an effective schools characteristic used in the Illinois Quality Schools Index (IQSI). The Illinois Quality Schools Index centers on eight characteristics of effective schools: leadership, mission, expectations, time on task, monitoring, basic skills, climate, and parent and community participation. The process involves parents and the community as members of a school-based committee in reviewing the school's operation and identifying priorities for improvement. This publication complements that process by suggesting materials for further study when planning for more effective schooling is determined a local priority. This publication, *Parent and Community Participation: A Casebook*, is part of a series of resource booklets which coincide with the eight IQSI instruments. A publication on each of the characteristics will be available. School personnel can refer to the resources described here and locate materials for further study as background information when using the IQSI instrument, planning staff training, or increasing self-awareness about parent and community participation. Some resources appear in more than one publication because the effective schools characteristics overlap. An effective school is a composite of various elements, not restricted to a single, unique characteristic.

To provide a common understanding of this concept, the following definition of parent/community participation is repeated here from the *IQSI Manual* (1984):

> Parents and community members are the foundation of quality schools. Their active participation in the school's operation and in students' learning is shown by their efforts to establish a positive home environment, to keep informed about and involved in school goals and programs, and to be supportive of the schools. Parents and the community have high expectations for administrators, staff and students. They realize that education will be more meaningful if everyone cares about, and works together for, the students.

Not only is parent/community participation one of the IQSI characteristics, but the community and parents, in particular, relate to the other characteristics as well. Parents act in a *leadership* role; parents *monitor* their children's academic progress; parents have *expectations* for their children and teachers; parents can concern themselves with and even help in developing the school's *mission* and goals; parents can make sure their children use home study *time* appropriately; parents establish a positive learning *climate* in the home; parents get involved in *basic skills* instruction by listening to their children read. As these examples illustrate and as pointed out in *A Citizen's Notebook for Effective Schools* (1984), participation cannot be isolated from other conditions and factors which make schools effective. Actually it intersects and interacts with other characteristics. Active participation by parents and the community provides an infrastructure to school improvements and school effectiveness.

The resources identified in this publication are only a selection from those available and are results of computer searches from the ERIC database, contact with national professional organizations, and assistance from Illinois colleges of education. Program Planning and Development Section staff can assist school personnel in acting on the priorities identified by the Illinois Quality Schools Index. Inquiries and suggestions will help in determining future publications and training. Please make comments and requests for assistance to:

Program Planning and Development
Illinois State Board of Education
100 North First Street
Springfield, Illinois 62777
217/782-2826

References

Arndt, Michael. "Bakalis Forms Project to Aid State Schools." *Chicago Tribune*, Tuesday, April 17, 1984, Section 1, page 7.

Boyer, Ernest L. *High School: A Report on Secondary Education In America*. Princeton, New Jersey: Carnegie Foundation for the Advancement of Teaching, September 1983.

A Citizen's Notebook for Effective Schools. Boston, Massachusetts: Institute for Responsive Education, 1984, p. 30.

Illinois Quality Schools Index: Manual and Instruments. Springfield, Illinois: State Board of Education, 1984, p. 5.

National Commission on Excellence in Education. *A Nation At Risk: The Imperative for Educational Reform*. A Report to the Nation and the Secretary of Education. Washington, D.C.: United States Department of Education, April 1983, pp. 16, 35.

"Parents and Ohio Schools ... Partners Building Excellence." *School State*. Columbus, Ohio: State Department of Education, October, 1984.

Reilly, Wayne. "Column One Commentary." *Bangor (ME) Daily News*. In *The Journalism Research Fellows Report: What Makes an Effective School?* Washington, D.C.: Institute for Educational Leadership, 1980, p. 38.

Task Force on Education for Economic Growth. *Action for Excellence: A Comprehensive Plan to Improve Our Nation's Schools*. Denver, Colorado: Education Commission of the States, 1983.

Funds to support this activity were provided by Chapter 2, Education Consolidation and Improvement Act(Block Grant) to the Illinois State Board of Education.

Computer Search Printouts of the ERIC Resource System

Of all the tools at hand, the public's support for education is the most powerful.

—National Commission on Excellence in Education, *A Nation At Risk*

EDUCATIONAL JOURNALS

EJ309326 SP514434
The 10 Most Common Questions Parents Ask About Reading.
Criscuolo, Nicholas P.
PTA Today, v10 n2 p25 Nov 1984
Language: English
Document Type: JOURNAL ARTICLE (080); NON-CLASSROOM MATERIAL (055)
Journal Announcement: CIJMAR85
Target Audience: Teachers; Parents; Practitioners
A list of questions has been compiled to help teachers work with parents on common reading problems of students. (DF)

EJ309324 SP514432
Discipline Problems in Our Schools: The Picture is Improving.
Bryan, Orpen
PTA Today, v10 n2 p18-19 Nov 1984
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
Journal Announcement: CIJMAR85
The Chicago (Illinois) public school system has developed a discipline program that stresses fair and consistent discipline. School personnel, parents, students, and the community are all involved in school activities. Several of the programs and activities are discussed. (DF)

EJ309322 SP514430
Achieving Educational Excellence: What It Means for Parents.
Bailey, Adrienne Y.
PTA Today, v10 n2 p13-14 Nov 1984
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
Journal Announcement: CIJMAR85
Target Audience: Parents
Parents have an important role in their child's educational development. Learning and attitudes towards school begin at home. Suggestions on how parents can be active partners in their child's education are discussed. (DF)

EJ309321 SP514429
How Wide Open is the Door to Parent Involvement in the Schools?
Cutright, Melitta
PTA Today, v10 n2 p10-11 Nov 1984
Language: English
Document Type: JOURNAL ARTICLE (080); NON-CLASSROOM MATERIAL (055)
Journal Announcement: CIJMAR85
Many parents show a desire to be involved in all areas of their child's education but actual participation is low. Suggestions for increasing parent involvement are offered. (DF)

EJ305375 EA518013
A Conversation with George H. Gallup.
Koerner, Thomas, Ed.
NASSP Bulletin, v68 n473 p91-100 Sep 1984
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Journal Announcement: CIJJAN85
Target Audience: Administrators; Practitioners
The public's attitude toward public schools is the topic of this interview with George Gallup, in which he discusses the impact of the mass media and recent national education reports, the need for schools to improve their public relations efforts, and the role of the principal in this. (DCS)

EJ304910 SP514235
Tips from Top-Notch Schools.
Instructor, v94 n2 p42-44 Sep 1984
Available from: UMI
Language: English
Document Type: NON-CLASSROOM MATERIAL (055)
Journal Announcement: CIJDEC84
Target Audience: Practitioners
Seven schools show how to turn a challenge into an opportunity. Examples of how these schools work with the community to develop effective and motivating programs to meet student needs are presented. (DF)

EJ304077 EA517897
Before You Pare Successful Programs, Ask the Community to Guide Your Hand.
Fouts, James; And Others
American School Board Journal, v171 n7 p34,37 Jul 1984
Available from: UMI
Language: English
Document Type: NON-CLASSROOM MATERIAL (055); PROJECT DESCRIPTION (141)
Journal Announcement: CIJDEC84
Target Audience: Policymakers
When making budget cuts, the recommendations of a citizen advisory committee can help cut spending, provide the programs communities agree are the most valuable, and give the community an opportunity to better understand the budget process. (DCS)

EJ303590 SP514147
Impact of the Press on Parents' Views toward Education.
Criscuolo, Nicholas P.
Contemporary Education, v55 n4 p222-23 Sum 1984
Available from: UMI
Language: English
Document Type: PROJECT DESCRIPTION (141)
Journal Announcement: CIJNOV84
The effect of the press on parental attitudes towards public education was studied through the use of a questionnaire given to parents. Results indicate that
(cont. next page)

parents are generally satisfied with education coverage, but would like to know more about individual school activities. Parental attitudes were shown to be influenced by the media. (DF)

EJ302752 EA517880
Business-Advisory Task Force Helps School Solve Problems. Part A: Community Input Helps Develop Business-Advisory Task Force.
Dierdorff, William H.
School Business Affairs, v50 n7 p46-47 Jul 1984 For Part B, see EA 517 881.
Available from: UMI
Language: English
Document Type: PROJECT DESCRIPTION (141)
Journal Announcement: CIJNOV84
To develop more businesslike practices and improve its relations with the community, the North Clackamas (OR) School District in 1983 established a business-advisory task force. This article describes that task force's objectives, membership, and procedure and several projects it has undertaken. (MCG)

EJ300245 RC505545
Memphis Adopt-A-School: Education Money Can't Buy.
Carruthers, Robert L.; Russell, Barbara
Tennessee Education, v13 n1 p32-39 Spr 1983
Available from: UMI
Language: English
Document Type: PROJECT DESCRIPTION (141)
Journal Announcement: CIJSEP84
Describes the process and implementation of the Adopt-a-School program designed to get the business community involved in Memphis (TN) public schools. Defines considerations for selecting adoptors and resource materials and activities for adoptors and adoptees. Explains program monitoring and implementation in rural and urban areas. (SB)

EJ300244 RC505544
Volunters for Schools.
Kirsch, Jane Kahan
Tennessee Education, v13 n1 p28-31 Spr 1983
Available from: UMI
Language: English
Document Type: POSITION PAPER (120)
Journal Announcement: CIJSEP84
Describes "volunteers for schools," a new concept of community involvement based on changing educational needs. Explains the need for community education programs to encourage community involvement in education and the benefits that can result from increased community involvement in elementary-secondary schools. Notes key elements of well-organized volunteer programs. (SB)

EJ300243 RC505543
The Principal and Community Involvement.
Carnes, Leslie L.
Tennessee Education, v13 n1 p24-31 Spr 1983
Available from: UMI
Language: English
Document Type: PROJECT DESCRIPTION (141)
Journal Announcement: CIJSEP84
Describes an effective community education program for Pearl High School in Nashville (TN) that involved the consideration of five factors (community involvement; personal needs, organizational needs, perceptions, and expectations) in a successful effort to unify the school. (SB)

EJ300242 RC505542
Parents and the Schools.
Catron, Anne B.
Tennessee Education, v13 n1 p20-24 Spr 1983
Available from: UMI
Language: English
Document Type: POSITION PAPER (120)
Journal Announcement: CIJSEP84
Describes the need for parent involvement in the public schools and the importance of a sound parent-school relationship. Describes four levels of parent involvement with schools and several methods of parent-school communication. (SB)

EJ300240 RC505540
Community Education and Implication to Leadership.
Hentel, Edward G.
Tennessee Education, v13 n1 p9-14 Spr 1983
Available from: UMI
Language: English
Document Type: POSITION PAPER (120)
Journal Announcement: CIJSEP84
Describes the need for and advantages of community involvement in education because of changing school roles. Describes three levels of community education as well as strategies to inform and bring the community into the public schools. Discusses skills needed by community leaders to advance community education. (SB)

EJ300239 RC505539
Community Education: Partnerships for Educational Improvement.
Thigpin, Carol
Tennessee Education, v13 n1 p4-8 Spr 1983
Available from: UMI
Language: English
Document Type: POSITION PAPER (120)
Journal Announcement: CIJSEP84
Defines community education. Examines six of its components (community involvement, interagency coordination, adult programs, use of community facilities,
(cont. next page)

youth programs, and the K-12 educational program) and some of its benefits (cost effectiveness, community responsibility for education, community awareness and support of education, and systematic planning). (SB)

EJ299004 UD510726
Strategies for Introducing Parent Involvement in Schools.
Paradiso, Susan; Paradiso, James
Illinois Schools Journal, (Special Issue) v61 n1-4 p42-48 1982
Available from: UMI
Language: English
Document Type: NON-CLASSROOM MATERIAL (055)
Journal Announcement: CIJAUG84
Presents seven basic strategies for increasing parent involvement in schools, particularly low-income urban schools. Suggests that a teacher coordinator (TC) is the best strategy and outlines the functions, responsibilities, and major liaisons of a TC. (CJM)

EJ298879 SP513912
What to Expect from a Conference with Your Child's Principal.
Wilburn, Kenneth T.; Morris, Rory
PTA Today, v9 n7 p27-28 May 1984
Language: English
Document Type: NON-CLASSROOM MATERIAL (055)
Journal Announcement: CIJAUG84
When planning a conference with the school principal, parents should remember that principals do not have the autonomy of those from past eras. To help ensure a successful meeting, parents can plan ahead, outline expectations, and not expect an immediate solution. (DF)

EJ298565 RC505438
The Lack of Parent Participation in Rural Schools.
Dolly, John P.; Page, D. Patricia
Research in Rural Education, v1 n2 p53-57 Win 1983
Language: English
Document Type: RESEARCH REPORT (143)
Journal Announcement: CIJAUG84
Reports a study in which parents of rural students with low CTBS scores were provided with free training to serve as classroom volunteers. Notes that most parents refused to serve as volunteers, did not complete training, and refused to believe their children needed remediation because of conflicting grade reports. (SB)

EJ296788 EA517566
Try These Eight Nifty, New P.R. Ideas to Help Spread the Good School Word.
Walls, Michael W.
American School Board Journal, v171 n4 p42-43 Apr 1984
Available from: UMI
Language: English
Document Type: NON-CLASSROOM MATERIAL (055)
(cont. next page)

Journal Announcement: CIJJUL84

Beloit, Wisconsin's, techniques for good publicity include excellence award patches for students, student-announced radio messages, a yearly newspaper advertisement listing student and staff honors, a teacher of the month program, a staff picnic, district T-shirts for staff's babies, and a club for staff with 25 years' service. (MJL)

EJ296080 SP513715

How Can We Build a More Effective Home/School/Community Partnership?

Granowsky, Alvin

PTA Today, v9 n4 p16-18 Feb 1984

Language: English

Document Type: PROJECT DESCRIPTION (141)

Journal Announcement: CIJJUN84

Parents and community members can work together with schools to enhance educational programs by serving as support persons and decision makers. Suggested approaches for PTA use in involving the community and parents are offered. (DF)

EJ295054 EA517455

Parental Involvement in School Policy Making.

Davies, Elsa

Educational Management and Administration, v11 n2 p145-48 Jun 1983

Available from: UMI

Language: English

Document Type: PROJECT DESCRIPTION (141)

Journal Announcement: CIJJUN84

A head teacher describes the activity of parents in a parent-staff group that considered such issues as a school sports day and the grouping of students into classes. The school policy group is credited with providing an opportunity for the development of parents' decision-making skills. (MJL)

EJ294285 UD510523

Community Participation in Large Public School Systems.

Ornstein, Allan C.

Urban Review, v15 n4 p245-54 1983

Available from: UMI

Language: English

Document Type: RESEARCH REPORT (143)

Journal Announcement: CIJMAY84

Data regarding community participation for 66 school systems enrolling 50,000 or more students show such participation at the local school and districtwide levels for all 66 systems. Sixty-seven percent also report community participation at the decentralized level. (CMG)

EJ293134 EA517195

How to Create a Successful School/Community Partnership.

Gray, Sandra T.

Phi Delta Kappan, v65 n6 p405-09 Feb 1984

Available from: UMI

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Language: English
Document Type: PROJECT DESCRIPTION (141)
Journal Announcement: CIJMAY84
The author discusses the components of effective volunteer programs describing different programs throughout the country. She points out that such programs should be carefully planned and placed within the existing school system. (MD)

EJ293133 EA517194
The Economics of Home/School Relationships: A Cautionary Note.
Lareau, Annette; Benson, Charles
Phi Delta Kappan, v65 n6 p401-04 Feb 1984
Available from: UMI
Language: English
Document Type: EVALUATIVE REPORT (142)
Journal Announcement: CIJMAY84
Home-school partnerships improve academic achievement but can also widen the gap in performance related to social class. Educators can learn to adapt outreach policies to the values of working class families. (MD)

EJ293132 EA517193
Families As Partners in Educational Productivity.
Walberg, Herbert J.
Phi Delta Kappan, v65 n6 p397-400 Feb 1984
Available from: UMI
Language: English
Document Type: EVALUATIVE REPORT (142)
Journal Announcement: CIJMAY84
The author discusses how cooperative partnerships between school and parents promote student achievement and have the potential to help resolve the crisis in educational productivity. (MD)

EJ293131 EA517192
Building Partnerships: The Atlanta Experience.
Danzberger, Jacqueline P.; Usdan, Michael D.
Phi Delta Kappan, v65 n6 p393-96 Feb 1984
Available from: UMI
Language: English
Document Type: PROJECT DESCRIPTION (141)
Journal Announcement: CIJMAY84
The history of the partnership between the Atlanta schools and their community is presented as a guide for other school systems. One of the most valuable lessons to learn from it is keeping lines of communication open and clearly assessing strengths and weaknesses at every stage of development. (MD)

EJ291551 EA517185
When Parents Sign Contracts, Schools and Students Come Out on Top. and Here's What Parents Must Promise to Deliver.
Heath, Jay A.
American School Board Journal, v171 n1 p36-37 Jan 1984
(cont. next page)

Available from: UMI
Language: English
Document Type: PROJECT DESCRIPTION (141)
Journal Announcement: CIJAPR84

An alternative elementary school in South Dakota requires parents to sign a contract mandating one half-day per week of volunteer service to the school for each child enrolled. Such participation may include conducting lessons, preparing teaching materials, keeping records, supervising activities, and serving as teacher aides. (TE)

EJ291431 EA517065
How a Principal Can Make the P.T.O. a Gold Mine.
Green, David
Executive Educator, v5 n12 p23-24 Dec 1983
Available from: UMI
Language: English
Document Type: PROJECT DESCRIPTION (141)
Journal Announcement: CIJAPR84

Describes a wide variety of activities supported by a Connecticut grade school (four to six) parent-teacher organization, including afterschool minicourses, computer literacy assistance, school beautification, and an advanced reading program. (JBM)

EJ291404 EA517030
Public Confidence in Education: Who Has Responsibility for Leadership?
Walker, John E.
NASSP Bulletin, v67 n467 p93-97 Dec 1983
Available from: UMI
Language: English
Document Type: EVALUATIVE REPORT (142)
Journal Announcement: CIJAPR84

Reporting on a survey of southwestern school principals' public relations practices, the author implies that training in public relations activities is needed to improve public confidence in eduction. A table of survey findings is included. (MD)

EJ290909 CE513931
Adolescents, Schools, and Parents: Support for Success.
Mann, Sandra Rodman
Educational Horizons, v61 n4 p201-04 Sum 1983
Language: English
Document Type: POSITION PAPER (120)
Journal Announcement: CIJAPR84

Suggests how discussion groups for parents, students, and school personnel can be in the best interests of the children. (JOW)

EJ288121 EA516789
Characteristics of the Effective School--A Starting Point for Self-Evaluation.
Curran, Thomas J.
NASSP Bulletin, v67 n465 p71-73 Oct 1983
Available from: UMI
Language: English
Document Type: POSITION PAPER (120)
Journal Announcement: CIJFEB84
Presents in checklist form 11 characteristics of an effective school, including student relations, school climate, parent relations, and regular evaluations of curriculum and students. (JW)

EJ287553 SP513346
How to Talk to Parents and Get the Message Home.
Instructor, v93 n4 p64-66,69 Nov-Dec 1983
Available from: UMI
Language: English
Document Type: NON-CLASSROOM MATERIAL (055); PROJECT DESCRIPTION (141)
Journal Announcement: CIJJAN84
This article explains how teachers can use tact and diplomacy to minimize potential problems with parent-teacher conferences. A checklist of tips to help teachers prepare for conferences and conduct them positively is given, along with ideas for keeping in touch with parents the rest of the year. (PP)

EJ286694 EA516844
Making the Most of Parent Volunteers.
Amundson, Kristen J.
Journal of Educational Communication, v6 n3 p25-27 Sep 1983
Available from: UMI
Language: English
Document Type: EVALUATIVE REPORT (142)
Journal Announcement: CIJJAN84
This article outlines the careful planning involved in successful parent volunteer programs and the invaluable services such volunteers provide the schools. Included is a list of seven ways to get parents involved with the school. (MD)

EJ286651 EA516748
Good PR: A Foundation for Good Administration.
Gower, John J.
NASSP Bulletin, v67 n464 p30-31 Sep 1983
Available from: UMI
Language: English
Document Type: NON-CLASSROOM MATERIAL (055)
Journal Announcement: CIJJAN84
Major elements of a public relations program for enlisting community support for the school are discussed. Administrators are advised to develop a nose for news, improve their journalistic writing, and get to know the local press. (MJL)

EJ286622 EA516719
School and Community Partnerships.
Liebertz, William
School Administrator, v40 n8 p26-27 Sep 1983
Language: English
Document Type: EVALUATIVE REPORT (142)
Journal Announcement: CIJJAN84
Better understanding and increased resources are a result of partnerships between schools and communities. Changes in societal patterns and lessened federal support necessitate this reordering in education. Nine steps are presented for developing such partnerships. (MD)

EJ286179 UD510122
The Media and the Schools: Can Good Relations Be Established?
Criscuolo, Nicholas P.
Illinois Schools Journal, v61 n1-4 p38-43 1981
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); NON-CLASSROOM MATERIAL (055); POSITION PAPER (120)
Journal Announcement: CIJDEC83
Points out that the news media generally covers education in a cursory fashion and lists eight strategies on how educators (especially in urban schools) can utilize the resources of the newspaper in order to improve the image of their schools. (GC)

EJ283869 EA516537
Productive Advisory Committees Keep Parents Happy and Curriculums Current.
Else, David
American School Board Journal, v170 n6 p34,38 Jun 1983
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
Journal Announcement: CIJNOV83
An Iowa community school district has standing curriculum committees in seven areas. Parent and community involvement strengthens the bond between schools and community members and develops public confidence in schools. Suggestions are offered. (MLF)

EJ283526 CE513572
Improving Schools through Private Sector Partnerships.
Moran, Mary E.
American Education, v19 n1 p5-8 Jan-Feb 1983
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
Journal Announcement: CIJNOV83
Discusses the importance of the local school board's role in developing private

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sector involvement in public education. Gives examples of projects listed in the computerized databank of the President's Task Force on Private Sector Initiatives. Outlines the major issues in private sector involvement. (NJ)

EJ283042 JC503225
Parents: The Untapped Resource.
Long, Lynette
Momentum, v13 n3 p21-22 Oct 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Journal Announcement: CIJOCT83
Argues that a parent-teacher partnership can provide children with the most positive educational experience possible. Lists ways teachers can communicate with parents, including welcome notes, parent seminars, school newsletters, curriculum calendars, telephone contact, and home visits. (DMM)

EJ283040 JC503223
The Principal and Public Relations.
Brock, Michael L.
Momentum, v13 n3 p15-17 Oct 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Journal Announcement: CIJOCT83
Considers the school principal to be the most effective public relations vehicle. Encourages visibility, community image, and professional presence. Stresses the power of both verbal and nonverbal communication in influencing public perceptions. Urges principals to learn and control the powers of perception. (DMM)

EJ282072 SP512983
Inviting the Public In--A Remedy for Declining Support for Schools.
Cox, Gary N.
Contemporary Education, v54 n3 p208-11 Spr 1983
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Journal Announcement: CIJSEP83
Public loss of confidence in schools (partly responsible for inadequate funding, censorship battles, and calls for curricular changes) is directly attributable to the growing sense of frustration of people who can't make meaningful contact with the schools. Reasons for the frustration are discussed along with ways to gain community support. (CJ)

EJ281649 RC505075
Initiating Positive School-Community-Home Interrelationships.
Ireton, Elmer J.
Small School Forum, v4 n2 p18-19 Win 1983
Language: English

(cont. next page)

Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Journal Announcement: CIJSEP83
Suggests ways the school can initiate positive school-community-home interrelationships via initiating relationships with childless citizens, using media, and interrelating with parents. (AH)

EJ276390 EA516217
Community Involvement in School District Decision Making.
Schweers, Daniel R.
School Business Affairs, v49 n2 p26-27,36-37 Feb 1983
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); NON-CLASSROOM MATERIAL (055)
Journal Announcement: CIJJUN83
A question and answer format is used to examine some fundamental issues of community involvement in local schools. (MLF)

EJ274313 EA516068
Principals and School-Community Relations: A Status Report.
Carr, David S.; Lows, Raymond L.
Journal of Educational Communication, v6 n1 p4-7 Dec 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143); NON-CLASSROOM MATERIAL (055)
Journal Announcement: CIJMAY83
Perceptions of school-community relations by 104 building principals (from a sample of 177 in selected Illinois school districts) reveal ambiguity in support for and direction of school-community relations by school districts, policies and procedures manuals, written guidelines, and budgetary provisions. (Author/MLF)

EJ273073 PS511647
Teachers' Reported Practices of Parent Involvement: Problems and Possibilities.
Epstein, Joyce L.; Becker, Henry Jay
Elementary School Journal, v83 n2 p103-13 Nov 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Journal Announcement: CIJAPR83
Several major issues related to parent participation are described in the comments of over 1,000 teachers who responded to a survey regarding their practices in the area of parent involvement. Eight issues that may prompt new research in this area are identified. (MP)

EJ273072 PS511646
Parent Involvement: A Survey of Teacher Practices.
Becker, Henry Jay; Epstein, Joyce L.
Elementary School Journal, v83 n2 p85-102 Nov 1982
Available from: Reprint: UMI

(cont. next page)

Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJAPR83
In order to measure elementary school teachers' feelings about parent involvement in home learning as a teaching strategy and to see how widespread this strategy is, a survey was conducted with 3,700 first-, third-, and fifth-grade school teachers in most Maryland public schools. (MP)

EJ272577 EA515868
A Conceptual Framework for Parent Involvement.
Cervone, Barbara Tucker; O'Leary, Kathleen
Educational Leadership, v40 n2 p48-49 Nov 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Journal Announcement: CIJAPR83
A simple but comprehensive framework views parents' involvement in their children's education along a continuum of passive to active activities. A number of involvement strategies are presented in a visual summary of the model. (MLF)

EJ272576 EA515867
Synthesis of Recent Research on Parent Participation in Children's Education.
Moles, Oliver C.
Educational Leadership, v40 n2 p44-47 Nov 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070)
Journal Announcement: CIJAPR83
Summarizes recent studies of programs and practices that involve parents in their children's schooling. Concludes that interest in parent participation is strong even beyond the early grades. (MLF)

EJ272569 EA515860
Communicating with the Staff and Public about Curriculum.
Criscuolo, Nicholas P.
Educational Leadership, v40 n2 p25 Nov 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
Journal Announcement: CIJAPR83
Administrators in New Haven (Connecticut) keep citizens and school personnel informed about what the schools are teaching by holding citywide curriculum forums, scheduling one day a month for teachers to discuss curriculum issues with subject-matter supervisors, maintaining a Parents Center, and forming curriculum advisory councils. (Author/MLF)

EJ272568 EA515859
Marketing the Public School.
Brooks, Johney
Educational Leadership, v40 n2 p22-24 Nov 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Journal Announcement: CIJAPR83
The successful business strategy of "marketing" is appropriate in the management of public schools, which must develop the best possible product to fill the changing needs of students. (Author/MLF)

EJ272560 EA515851
Improving School-Community Relationships--How Receptive Are Principals, Teachers?
Licata, Joseph W.
NASSP Bulletin, v66 n457 p101-09 Nov 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143); POSITION PAPER (120)
Journal Announcement: CIJAPR83
Drawing on hypotheses inferred from survey findings concerning principals' attitudes toward community involvement in the schools, the author suggests using principals' support of teacher autonomy and principals' encouragement of community involvement as the two dimensions of a model of school-community relations. (PGD)

EJ270461 SP512235
Looking in on Your School.
PTA Today, v8 n1 p7-8 Oct 1982
Language: English
Document Type: JOURNAL ARTICLE (080); EVALUATIVE REPORT (142); NON-CLASSROOM MATERIAL (055)
Journal Announcement: CIJFEB83
Questions and suggested actions are presented for parents to use in evaluating school operations. Topics include school goals and objectives, teachers' training and effectiveness, and student satisfaction. (FG)

EJ269849 EA515705
Promoting Public Trust through Public Relations.
Cassidy, Drew; Micklos, John, Jr.
NASSP Bulletin, v66 n456 p64-67 Oct 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); NON-CLASSROOM MATERIAL (055)
Journal Announcement: CIJFEB83
Presents guidelines for establishing a public relations program intended to help educational institutions strengthen their position in the public trust. (Author/MLF)

EJ269259 SP512197
Tips on Dealing with Parents.
Moeller, Georgia B.; And Others
Today's Education, v71 n3 p46,48 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); COLLECTION (020); TEACHING GUIDE (052)
Journal Announcement: CIJJAN83
Considerations which teachers should take into account in dealing with the child-parent-teacher relationship are discussed. Effective means of dealing with parents, such as classroom luncheons, weekly reports on children's progress, and communication strategies are suggested. (PP)

EJ268236 EA515617
Bridging the Home-School Gap: New Directions for the Secondary School.
McDaniel, Thomas R.
NASSP Bulletin, v66 n455 p99-106 Sep 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); NON-CLASSROOM MATERIAL (055)
Journal Announcement: CIJJAN83
Offers suggestions for both teachers and parents about how they can best work together in a new partnership. (Author/JM)

EJ221543 EA512752
Improving School Community Relations: A Programmatic Model.
Cooper, Constance D.
Catalyst for Change, v9 n3 p4-6 Spr 1980
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); NON-CLASSROOM MATERIAL (055); PROJECT DESCRIPTION (141)
Journal Announcement: CIJSEP80
The components of an effective school community relations program include a newsletter or newpaper, a demographic profile of the community, parent invitations to student-oriented activities, and a list of 10 strategies administrators can use. (JM)

EJ219364 CG517621
Child Abuse, the Law, and the Counsellor.
Eberlein, Larry; Swindlehurst, Betty
School Guidance Worker, v34 n5 p37-42 May 1979
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJAUG80
Presents legal paths counselors can take in protecting a student-client, often contrary to desires of parents. Counselors should be aware of legal responsibilities, student needs, and dynamics of family interaction patterns.

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Awareness of subtle signs of abuse and potentially neglectful situations will enable decisions on when and how to act. (Author/BEF)

EJ206601 FL512501
Some English-Language Textbooks from China.
Price, R. F.
English Language Teaching Journal, v33 n4 p315-23 Jul 1979
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Journal Announcement: CIJDEC79
Describes English language texts purchased in China in 1975. (CFM)

EJ309319 SP514427
Ten Things that Parents Wish Teachers Would Do.
Kuersten, Joan
PTA Today, v10 n2 p4-5 Nov 1984
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
Journal Announcement: CIJMAR85
Good communication between parents and teachers is necessary for the development of excellence in education. Parents were asked to list 10 things that they wished teachers would do. Some of the things parents would like from teachers are: to get to know each child; to assign homework regularly; and to provide enrichment activities. (DF)

EDUCATIONAL DOCUMENTS

ED247358 UD023739

Community Participation in Urban Public Schools: Analyzing Effects of Magnet School Programs.

Blank, Rolf K.

COSMOS Corp., Washington, DC.; Lowry (James H.), and Assoc., Washington, D.C.

26 Apr 1984 40p.; Paper presented to the annual meeting of the American Educational Research Association (New Orleans, LA, April 1984), Division G: Social Context of Education.

Sponsoring Agency: Department of Education, Washington, D.C. Office of Planning, Budget, and Evaluation.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143)

Geographic Source: U.S.; District of Columbia

Journal Announcement: RIEDEC84

Forty-five magnet schools in fifteen urban school districts were studied to find if magnet schools increase community participation in public education, what factors lead to increased community participation, and if there is a relationship between community participation and magnet school effectiveness. Major findings were the following: (1) Almost half the magnets had higher parent participation than other schools in their districts and, in general, the magnets had considerable success in stimulating participation by the private sector and nonprofit organizations. Sixty percent of the magnet schools had high or above average participation from two of the three sectors. (2) Three factors were strongly related to higher community participation (district policy consensus, community role in planning, and school implementation leadership), one factor was moderately related (magnet theme), and two factors were not related (type of magnet and neighborhood composition). (3) Districts with a high degree of overall community participation (parents, private sector, and nonprofit sector) had higher ratings on educational quality. The most basic finding was that a high level of parent and community participation is not an automatic byproduct of a magnet school program but is the result of a planned and sustained outreach effort for community involvement. (CMG)

ED247032 PS014563

Parent Involvement: A Review of Research and Principles of Successful Practice.

Becher, Rhoda McShane

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.

1984 71p.; To be published as a chapter in "Current Topics in Early Childhood Education," Volume VI, 1985 (est.), Ablex Publishing Corporation, Norwood, NJ., Lilian G. Katz, Editor.

Sponsoring Agency: National Inst. of Education (ED), Washington, DC.

Contract No.: 400-83-0027

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: ERIC PRODUCT (071)

Geographic Source: U.S.; Illinois

Journal Announcement: RIEDEC84

Target Audience: Policymakers; Administrators; Practitioners

Presenting a review of research on parent involvement, this document is intended to serve as a basis for developing policies, programs, and practices in parent involvement programs. Specifically, the review concerns (1) the role of parents,

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family, and home in determining children's intelligence, competence, and achievement; (2) the effects of parent education programs on children's cognitive development and school achievement and the characteristics of effective parent education programs; (3) parental practices that promote reading readiness and receptivity to reading instruction and intervention efforts to enhance these effects; and (4) the effects of parent involvement in child care and education programs, the means for bringing about such involvement, and the means for improving parent/teacher relationships and communication. Attention is also given to research regarding the attitudes of parents, teachers, and administrators toward parent involvement and to the problems encountered in parent involvement efforts. In addition, a set of basic principles characterizing successful parent involvement programs is offered as a guideline for program development. In conclusion, some cautions and concerns for consideration in developing policies, programs, and practices in parent involvement are discussed. Extensive references are included. (Author/BJD)

ED245842 PS014439

An Approach for Improving Parent Involvement through More Effective School-Home Communications.

Purnell, Richard F.; Gotts, Edward E.

13 Dec 1983 14p.; Paper presented at the meeting of the Southern Association of Colleges and Schools (New Orleans, LA, December, 1983).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)

Geographic Source: U.S.; Rhode Island

Journal Announcement: RIENOV84

A total of 66 families from one high school and 64 families from another were randomly selected from school records to participate in telephone interviews regarding school/home communications. Families were selected to represent equal numbers of tenth-, eleventh-, and twelfth-grade boys and girls (30 of each sex) from varying urban and rural socioeconomic levels. Fifteen- to 20-minute telephone interviews, composed of structured and open-ended questions, sought to document parents' (1) perceptions of school/home communication practices, (2) reactions to the practices, (3) suggestions for improved practices, and (4) views of what practices might work at the secondary level. Findings indicated that parents reacted positively to receiving two types of information from the schools: newsletters detailing the school's program and extracurricular events and notification that their child was experiencing difficulty or needed assistance. They expressed a desire to help under the latter circumstances but were not highly resourceful regarding kinds of actions to consider. Findings suggested that schools need to provide guidance to parents in helping their children with difficulties at school. (BJD)

ED245404 EA016956

How to Increase Public Confidence in Your Schools.

Koeppe, Richard P.

17 Apr 1982 7p.; Paper presented at the Annual Meeting of the National School Boards Association (Atlanta, GA, April 1982).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

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Document Type: CONFERENCE PAPER (150); POSITION PAPER (120)
Geographic Source: U.S.; Colorado
Journal Announcement: RIENOV84
Target Audience: Administrators; Practitioners

This paper, based on the author's experience as a superintendent of a successful Colorado school district, suggests means of strengthening a school district's public image. Simple measures are presented for (1) stimulating and maintaining parent involvement in district- and school-sponsored organizations, (2) improving communication with the general public, and (3) establishing good relations with news media. The concluding section outlines general rules for inspiring public confidence in education. (MCG)

ED245369 EA016918

A Survey of School Administrators and Policy Makers: Executive Summary of the Final Report.

Stallworth, John T.; Williams, David L., Jr.
Southwest Educational Development Lab., Austin, Tex.
Dec 1983 22p.; For full Annual Report for the Parent Involvement in Education Project, see EA 016 917.
Sponsoring Agency: National Inst. of Education (ED), Washington, DC.
Contract No.: 400-83-0007
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.; Texas
Journal Announcement: RIENOV84
Target Audience: Policymakers; Administrators; Practitioners

Although parental involvement can be important for improving schools, very few parents are involved. This paper explores attitudinal barriers to such involvement from the perspectives of 1,200 superintendents, 664 school board presidents, and 30 state agency officials in six states (Arkansas, Louisiana, Mississippi, New Mexico, Oklahoma, and Texas), compares results with surveys of teacher educators, parents, principals, and teachers; and synthesizes findings into recommendations for developing training guidelines for teacher-parent cooperation. Subjects were given six-part questionnaires, dealing with items ranging from agreement or disagreement with statements about parent involvement to policy involvement statements and demographic items. Results suggest administrators' and board presidents' responses are very similar to those of teachers and principals. The former support the general idea of parental involvement, indicate moderately strong support for involving parents in traditional school roles, but have considerably less support for power-sharing roles. Results also stress the wide variance in involvement interpretation. Eight recommendations for training elementary teachers and three for improving parent involvement conclude the report. (KS)

ED244380 EA016813

Creating Effective Schools: Moving from Theory to Practice.

Pink, William T.; Wallace, David K.
Apr 1984 78p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).
EDRS Price - MF01/PC04 Plus Postage.
Language: English

(cont. next page)

Document Type: CONFERENCE PAPER (150); RESEARCH REPORT (143)
Geographic Source: U.S.; Missouri
Journal Announcement: RIEOCT84
Target Audience: Researchers; Administrators; Practitioners

The initial conceptualization and subsequent development of the Effective Schools Pilot Project in the Kansas City (Missouri) Public Schools is described in this paper. Five K-6 schools and one school containing a kindergarten and grades 5 and 6 were the locus for the project that involved school-site teams working in collaboration with both central office personnel and consultants from outside the district to develop a plan based on the school improvement literature. Six components were identified in the project's scope of activity: (1) curriculum alignment, (2) instruction, (3) leadership, (4) expectations, (5) school climate, and (6) parent involvement. The goals guiding the project were based on a broad objective to improve opportunities for academic success for students in project schools. Project development is described in month-by-month detail. Important factors distinguishing this project from others that had been attempted in the district were the interest of the superintendent and the facts that the intervention was planned by the school site personnel, directed by the district, and based on both site generated data and the literature on school improvement. Accompanying the text are a four-page bibliography, tables that profile the selected schools and summarize the school improvement survey, and five pages of project information material. (MLF)

ED243874 SP024336

Single Parents and the Schools: The Effect of Marital Status on Parent and Teacher Evaluations.

Epstein, Joyce L.

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.

Mar 1984 64p.

Sponsoring Agency: National Inst. of Education (ED), Washington, DC.

Grant No.: NIE-G-83-0002

Report No.: CSOS-353

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143)

Geographic Source: U.S.; Maryland

Journal Announcement: RIESEP84

Data from a survey of 1269 parents (of whom 24 percent were single parents) were used to study whether single and married parents differ in their interactions with elementary schools and teachers. Results indicate that initial differences between single and married parents' perceptions of teachers and teachers' evaluations of single and married parents are due to other family and school conditions. Race, parent education, grade level, teacher practices of parent involvement, and overall teacher quality significantly influence parent reports of teacher practices. Single parents also felt more pressure than did married parents to be involved with their children in learning activities at home. Married parents spent more time assisting teachers at school. Study results show the importance of measures of school structures and processes in research on single parents. Single parents had better relations with teachers whose philosophy and practices lead them toward more positive attitudes about parents. Teacher leadership, not parent marital status, influenced parent awareness, appreciation of teachers' efforts, and knowledge about

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the school program. (Author/CJB)

ED243576 PS014235

Building Positive Parent-Teacher Relationships in Kindergarten.

Goodall, Joanne D.

Nova Univ., Fort Lauderdale. Center for the Advancement of Education.

Jan 1983 54p.; Doctor of Education Practicum Report, Nova University, 1983. Appendices G, J, K, L, and M are illegible. Appendices I and N were omitted prior to submission to ERIC.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: PRACTICUM PAPER (043)

Geographic Source: U.S.; Maryland

Journal Announcement: RIESEP84

Due to excessive tardiness and absenteeism among kindergarten children enrolled in Glendale Elementary School (Glen Burnie, Maryland) a practicum was designed to provide several avenues of good communication between the kindergarten and the home and to foster good relationships between teachers and parents. Additional goals of the practicum were to increase the number of parent observations in the classroom and to decrease the percentage of unexcused absences. Intervention consisted of home visits, parent/teacher conferences, parent observations in the classroom, teacher-initiated telephone calls when a student was absent, newsletters, and an evening open house. A follow-up survey indicated that parents increased their awareness of the importance of the kindergarten program. Parent observations in the classroom increased to 70 percent of the families. Unexcused absences decreased by a small percentage. (Author/RH)

ED243172 EA016560

School Community Involvement: New Realities for Schools and Their Principals.

McCleary, Lloyd E., Ed.

[1980 110p.

Sponsoring Agency: Rockefeller Family Fund, Inc., New York, N.Y.

EDRS Price - MF01/PC05 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); EVALUATIVE REPORT (142)

Geographic Source: U.S.; Utah

Journal Announcement: RIESEP84

Target Audience: Researchers; Administrators; Practitioners

Reconceptualizing the secondary school principal's role in relation to school-community involvements, this paper is the result of a three-part study. That study included a survey sample of school principals, a series of site conferences, and a seminar sharing data and plans from which the manuscript was prepared. The first chapter discusses the principal's mode of action and includes guides for enhancing school-community involvement. The struggles for control by advocacy groups are chronicled in the second chapter, with shared ownership of the schools emerging as a viable form of operation. In the third chapter a model is presented providing a typology with which the principal can relate linkage mechanisms to type of community influence. The vulnerability of the principal, power strategies, pressure groups, reading the community, and principal authority are discussed in the fourth chapter. The fifth chapter defines community involvement, teacher autonomy, principal support for teacher autonomy, teacher receptiveness to

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community, and functional equivalency. Presenting concepts to guide principal practices, the sixth chapter delineates the specifics of the principal's job. In the final chapter a discussion of principals' dilemmas, myths concerning school-community relations, role choices, strategy choices, and planning is reviewed. (MD)

ED242687 SP024080

Teacher Fairs: Counterpoint to Criticism. Fastback 204.

Ingrassia, Sara; Foley, Sue

Phi Delta Kappa Educational Foundation, Bloomington, Ind.

1984 43p.; Publication of this fastback was sponsored by the Sinnissippi Illinois Chapter of Phi Delta Kappa.

Report No.: ISBN-0-87367-204-6

Available from: Phi Delta Kappa, Eighth & Union, Box 789, Bloomington, IN 47402 ($0.75).

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141); NON-CLASSROOM MATERIAL (055)

Geographic Source: U.S.; Illinois

Journal Announcement: RIEAUG84

This booklet provides detailed, step-by-step advice on how to organize and conduct a successful teacher fair, which is a way to reach and teach the community about what is really happening in the schools. A teacher fair held in May 1981 is described to illustrate the general events that take place, i.e.: (1) actual teaching demonstration in a mock classroom; (2) teams of area high school students competing in a "Quiz Bowl"; (3) separate area devoted to vocational-technical opportunities; (4) displays of student work; (5) staff exhibits; and (6) student performances (orchestras, bands, etc.). An outline is provided describing the activities and events offered at teacher fairs and the specific planning that is necessary to make them successful. A suggested schedule of decision making, delegation of authority, fund raising, and publicity is presented which encompasses a full year of planning for the event. Methods for evaluating the fair are also discussed. (JD)

ED242680 SP024061

How Do You Recognize a Good School When You Walk into One. A Comprehensive Guide for Identifying and Creating a Good School.

Bedley, Gene A.

1980 146p.

Available from: People-Wise Publications, 14252 East Mall, Irvine, CA 92714 ($10.40).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: NON-CLASSROOM MATERIAL (055); BOOK (010)

Geographic Source: U.S.; California

Journal Announcement: RIEAUG84

This six-chapter book describes professional practices found in good schools and presents practical ideas for implementing the indicators good schools have in common. The first chapter, "Recognizing Good Schools," discusses school philosophy and the qualities of an educated person. A "Good School Check List" is also presented. Among topics discussed in the second chapter, "Leadership," are

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management and leadership, leader conviction and belief, human potential, positive mental attitude, negative climate forces, dichotomies, positive school climate, personal energy, first impressions, curriculum and instruction, positive personnel practices, achieving excellence, and measurement standards. Qualities of effective teachers, communication, paperwork, substitute teachers, decision making, and staff development are some of the items discussed in the third chapter, "Teachers." Chapter 4, "Parents," discusses issues including parent training, school/parent partnership, communication methods, parent participation, and parent orientation. "Kids" are discussed in the fifth chapter, which covers such topics as principal/student relationship, student orientation, discipline plans, students with special needs, and pre-adolescence. The concluding chapter, "So What?", discusses the future of schools, the current state of the schools, and characteristics which exist in schools which produce high-performing students. (CJB)

ED242034 EA016536

Public Confidence in Public Education: A Growing Concern in the 80's.

Achilles, C. M.; Lintz, M. N.

Nov 1983 39p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Nashville, TN, November 1983).

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: REVIEW LITERATURE (070); CONFERENCE PAPER (150)

Geographic Source: U.S.; Tennessee

Journal Announcement: RIEAUG84

Target Audience: Policymakers; Administrators; Practitioners

This literature review and analysis of the problem of building community confidence focuses on the work of the Phi Delta Kappa (PDK) Commission on Developing Public Confidence in Schools. Approaches to confidence building are categorized as: communications, concentrating on expanding communications one-way between school and the home; public relations and seeking public involvement through opinion polls; and marketing, an extension of public relations that targets specific segments of the total audience for information. Assumptions, strategies, advantages, disadvantages, and leading advocates for each approach are tabulated. Relevant literature is outlined in a table summarizing the public relations, school-community relations, or communications practices/techniques described in the studies cited and categorizing communications practices in terms of learning style and action level. This summary of research identifies a heavy reliance on the mass media that is interpreted as reflecting the needs of efficiency, one-way flow of information, and reaching all members of the community. After a description of a PDK commission survey exploring public perceptions of factors causing gains and losses of confidence in the schools, the article concludes with an update of commission activities. Appendixes include a seminar model for expanding confidence-building efforts, and a table of categories, definitions, and examples. (MJL)

ED242025 EA016512

Adopt-A-School Program.

Los Angeles Unified School District, Calif.

[1984 16p.

EDRS Price - MF01/PC01 Plus Postage.

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Language: English
Document Type: PROJECT DESCRIPTION (141)
Geographic Source: U.S.; California
Journal Announcement: RIEAUG84
Target Audience: Practitioners

The Los Angeles Unified School District's Adopt-A-School Program is described as a program where a business or an industry sponsors a school. Some of the ways business and industry can help students are to provide role models, tutor students, give mini-course lectures, share hobbies, offer counseling, give club sponsorship, provide summer employment to students, conduct tours and field trips, sponsor contests, and provide cultural experiences. The following materials are included: (1) 67 selected activities for businesses and schools; (2) 12 steps the school can take to build a lasting and successful partnership; (3) 11 steps that business can take to build a lasting and successful partnership; (4) suggestions for a successful tour of a company, including directions to the teacher and to the company coordinator for before, during, and after the tour; (5) two issues of the district's Adopt-A-School newsletter; and (6) a brochure containing information on the program. This brochure points out the benefits to business and to students, ways in which businesses can sponsor schools, five simple guidelines for a school-business relationship, and a contact person for industries or businesses who may be interested in the Adopt-A-School Program. (EM)

ED242019 EA016502

A Guide for Improving School Communications for Administrators, Parents, Teachers and Students.

Allegheny Conference on Community Development, Pittsburgh, PA.; Pittsburgh Public Schools, Pa.

1979 38p.; Prepared by the Public Information Advisory Committee.

Sponsoring Agency: Henry C. Frick Educational Commission, Pittsburgh, Pa.; Westinghouse Electric Corp., Pittsburgh, Pa.

EDRS Price - MF01/PC02 Plus Postage.

Language: English
Document Type: NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S.; Pennsylvania
Journal Announcement: RIEAUG84
Target Audience: Administrators; Parents; Teachers; Students; Practitioners

Guidelines for communicating information about a school and its programs are provided in this handbook. The following topics are included: (1) how to encourage good school-community relations with the active involvement of students, parents, businesses, senior citizens, and the general community; (2) how to develop a fact sheet for school publicity efforts which highlights school personnel, programs, services, facilities, and policies; (3) how to write, design, and distribute a school newsletter; (4) how to use the news media effectively; (5) how to write and present school news in an interesting way to make it appealing to newspaper reporters and editors; and (6) how to use photography effectively for publications. Sample formats for fact sheets and newsletters are provided. Eleven ideas for fundraising projects for school groups are described. A list of resources both inside and outside of school are mentioned as possible sources of assistance with school communication and public relations tasks. (JW)

ED241996 EA015999

Winning Public Support for Education.

National Association of Elementary School Principals, Reston, VA.

Here's How, v1 n5 Apr 1983 Apr 1983 4p.

Available from: National Association of Elementary School Principals, 1920 Association Drive, Reston, VA 22091 ($0.50; quantity discounts available).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141); NON-CLASSROOM MATERIAL (055); SERIAL (022)

Geographic Source: U.S.; Virginia

Journal Announcement: RIEAUG84

Target Audience: Administrators; Practitioners

One of a series of practitioner-oriented newsletters, the document provides elementary school principals with strategies for stimulating greater community involvement in the schools. In light of the increasing numbers of community members without children in school (now about two-thirds of the population), the article describes an Ohio campaign using a 15-minute slide show presentation to build greater support for the city's schools among the nonparent community. Suggestions for bringing senior citizens back to school include "Grandparents Day," taping old-timer stories, and setting up a Golden Age Club. In addition, the article lists a number of ways to involve local business people in the schools. Other ideas for enhancing school-community relations include school newsletters, student displays during elections, inviting health agencies to provide free services (such as blood pressure tests), student-produced radio and TV spots, and student artwork displays throughout the city. (LH)

ED241994 EA015997

Effective School PR and How to Get It.

National Association of Elementary School Principals, Reston, VA.

Here's How, v1 n3 Dec 1982 Dec 1982 4p.

Available from: National Association of Elementary School Principals, 1920 Association Drive, Reston, VA 22091 ($0.50; quantity discounts available).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: NON-CLASSROOM MATERIAL (055); PROJECT DESCRIPTION (141); SERIAL (022)

Geographic Source: U.S.; Virginia

Journal Announcement: RIEAUG84

Target Audience: Administrators; Practitioners

One of a series of practitioner-oriented newsletters, the document provides elementary school principals with strategies for implementing effective public relations in the public schools. The article describes ways in which principals can assess their school's public relations needs, coordinate the various elements of communication, and evaluate their communication efforts without adding significant costs in time, money, or personnel. (LH)

ED241990 EA015969

Public Education...A Sound Investment in America. Campaign Booklet.

Grossman, Robert L.

Los Angeles County Superintendent of Schools, Calif.

[May 1983 12p.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U.S.; California

Journal Announcement: RIEAUG84

Target Audience: Practitioners

The Los Angeles County Board of Education's campaign to improve the public's confidence in public education is described. Education as an investment rather than a cost is the theme of the campaign. The coordinated approach is adopted from campaigns developed by 11 national educational agencies. The following topics are included in this booklet: (1) six public confidence objectives; (2) five components of the campaign; (3) six ways in which school district representatives can participate and make use of existing strategies and materials; (4) examples of participatory campaign efforts by two school districts; (5) examples of visibility items which can be purchased and possible promotional activities for school districts; (6) four countywide visibility activities that can benefit the district; and (7) ways an individual, group, agency, or organization can be involved in the campaign by committing time, money, resources, and/or accepting responsibility for specific projects. A sample resolution for any organization wishing to endorse the campaign is included. This document was selected by the Association of California School Administrators (ACSA) Task Force on Public Confidence as descriptive of a promising practice or exemplary project worthy of highlighting for the California educational community. (JW)

ED241175 PS014222

Parent Involvement. Remarks.

Jacobs, James N.

7 Dec 1983 7p.; Paper presented at the Meeting of the National Forum on Excellence in Education (Indianapolis, IN, December 6-8, 1983).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: CONFERENCE PAPER (150)

Geographic Source: U.S.; Ohio

Journal Announcement: RIEJUL84

Research in the Cincinnati public schools indicates that parent involvement in schools can have a major positive impact on education. Specifically, studies have shown that (1) parent involvement can help improve academic achievement and behavior and increase student attendance, (2) parents want to be involved in school, (3) schools need to be flexible in defining parent participation, (4) schools need to take the initiative in establishing communication and participation, (5) involvement needs to be extended into the community, and (6) nonparents should also be involved. (BJD)

ED240678 EA016404

How to Develop Positive Teacher-Parent Relationships.

Steller, Arthur W.

15 Apr 1983 13p.; Paper presented at the National School Boards Association Convention (San Francisco, CA, April 23-26, 1983).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: CONFERENCE PAPER (150); NON-CLASSROOM MATERIAL (055)

Geographic Source: U.S.; West Virginia

Journal Announcement: RIEJUL84

Target Audience: Policymakers; Administrators; Practitioners

Because positive teacher-parent relationships have an effect upon student achievement and upon public opinion of the schools, numerous practical suggestions for improving home-school communication are presented. The following four areas are discussed: (1) educating teachers about their roles as public relations agents; (2) improving home-school communications; (3) recognizing good teachers and positive communicators; and (4) encouraging teachers to recognize the uniqueness of a particular child and his/her achievements. (JH)

ED240061 SP022593

Helping Children Develop Good Study Habits: A Parents' Guide.

Duckett, Jean C.

[1983 6p.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: NON-CLASSROOM MATERIAL (055)

Geographic Source: U.S.; South Carolina

Journal Announcement: RIEJUN84

Target Audience: Parents

Even the most intelligent children can have low rates of achievement if their natural abilities are not supported by effective study practices at home. The development of good study habits requires the guidance and firm supervision of a caring adult. The following suggestions should help parents guide their children in the development of good study habits: (1) set a definite time for study each day--the study time should not be interrupted by after-school activities, should have both a starting and ending time, and should be planned with the child's attention span in mind; (2) provide a proper place for study away from household distractions, one with adequate light and a proper writing surface; (3) provide materials needed for completing assignments; (4) require the child to organize school materials including study notes, assignment sheets, and homework papers; (5) require the child to make a daily list of homework assignments; and (6) provide support and guidance when the child becomes discouraged or frustrated with a difficult homework assignment. In general, the earlier a regular pattern of dealing with homework assignments can be established, the easier it will be on both the parent and the child. (DC)

ED240037 S0015414

For Every School a Community: Expanding Environments for Learning.

Sinclair, Robert L., Ed.

Institute for Responsive Education, Boston, Mass.

Jun 1983 95p.

Report No.: ISBN-0-917754-20-4

Available from: Publications Dept., Institute for Responsive Education, 605 Commonwealth Ave., Boston, MA 02215 ($6.00).

EDRS Price - MF01/PC04 Plus Postage.

Language: English

Document Type: POSITION PAPER (120); TEACHING GUIDE (052)

Geographic Source: U.S.; Massachusetts

Journal Announcement: RIEJUN84

Target Audience: Teachers

Presented are ideas for promoting learning both within and beyond the walls of the schools. The first essay, "The Meaning of Commmunity Education: An Historical Perspective" by Ralph W. Tyler, examines community education in primitive societies, in the colonial period, and in 19th and 20th century America. The challenge of the present is also discussed. The second essay, "Expanding Environments for Learning: The Making and Breaking of Learning Boundaries" by Robert L. Sinclair and Ward J. Ghory, discusses schools as a necessary part of a large network of learning environments that are important for effective education. The family, media, and the workplace must also share responsibility for education. The third essay is "Developing Parent Commitment to Public Education: New Directions for the 1980's," by Sharon Lynn Kagan and Carol Schraft. Historical perspectives and demographic trends, including fertility, mobility, divorce, remarriage, and working women, are examined. The fourth essay, "From School System to Educative System: Linking the School with Community Environments" by Mario D. Fantini, discusses parental, school, and community responsibilities for educational environments. The book concludes with the essay "Planning to Make Collaboration a Reality," by Don Davies. Bibliographies of related documents are included. (RM)

ED239996 S0015295

Mighty Mustang Memo.

San Marcos Unified School District, CA.

1984 3p.; Prepared at Richland Elementary School.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U.S.; California

Journal Announcement: RIEJUN84

Target Audience: Practitioners

THE FOLLOWING IS THE FULL TEXT OF THIS DOCUMENT: The purpose of this program is to develop good citizenship, responsibility, and public confidence. All students are given 3"x5" cards with a brief explanation of the program written on top. Basically, the description states that we are challenging students to spread the good name of Richland Elementary throughout the district. In order to do this, students visit neighbors in the community, identify themselves as a Richland student, and ask if there are any jobs he/she can help with. The student may explain the complete program at that time, or simply go ahead and perform the task.

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After the job is complete, the student asks the neighbor to describe in one or two sentences (on the form) what the job was. The neighbor then signs the form which now becomes a "Mighty Mustang Memo." The memo is brought to school the following day and deposited in a large box located on the playground. At the Friday morning flag salute, the principal draws six winners out of the box. They are invited to lunch with the principal. We have received very positive comments from the community and parents regarding how polite and considerate these responsible Richland students are. This document was selected by the Association of California School Administrators (ACSA) Task Force on Public Confidence as descriptive of a promising practice or exemplary project worthy of highlighting for the California educational community. (Author)

ED239759 PS014107

How Can We Help Students Prepare for Tomorrow? Improving Student Performance in California: A Guide to Community Involvement.

California Roundtable, San Francisco.

1983 20p.

Available from: The California Roundtable, P.O. Box 7643, San Francisco, CA 94119-7643 (single copy free; multiple copies, $0.25 each).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: DIRECTORY (132)

Geographic Source: U.S.; California

Journal Announcement: RIEJUN84

Based on the California Roundtable Study "Improving Student Performance in California," this brief handbook has been designed to help promote community involvement in the improvement of California public schools. Sections include the following titles: (1) "Why You or Your Organization Should Help," (2) "Getting Started: Decide Whom to Contact," (3) "Making the Initial Contact: Identify Needs and Opportunities," (4) "Making Plans: "Opportunities for Action," (5) "Maintaining Momentum: Communicate Regularly," (6) "Spreading the Word: Publicize Your Efforts," and (7) "Summing Up." An appendix lists recommendations for raising educational standards, upgrading technical education, increasing community involvement and support, and passing legislative reforms. Also included in the appendix is a resource directory listing relevant publications; business, community, and professional organizations; and other concerned groups. (BJD)

ED239401 EA016365

How to Account to Your Public for What Kids Learn.

Spencer, Charles L., Jr.

Apr 1983 6p.; Paper presented at the Annual Meeting of the National School Boards Association (San Francisco, CA, April 23-26, 1983).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: POSITION PAPER (120)

Geographic Source: U.S.; Oregon

Journal Announcement: RIEJUN84

Target Audience: Administrators; Policymakers; Practitioners

This document examines various ways for school districts to inform taxpayers about positive educational programs in order to convince them that a particular public school system is worth the investment. A school district needs to create

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good public relations in order to "sell" taxpayers on an educational program. Thus educators must show that they teach students how to think and how to function in the modern world. Educators need also to provide a stimulating, loving environment for students, while good teachers must be acknowledged. (PB)

ED239338 EA015971
Take the Schools to the People.
Littlejohn, Mary Ann; Price, Carol O.
[1983 6p.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141)
Geographic Source: U.S.; California
Journal Announcement: RIEJUN84
Target Audience: Practitioners
A program is described in which student work and achievement were displayed during Public Schools Week in a Solano County (California) shopping mall. The purpose of the program is to provide publicity for schools and to reach the 75% of the adult population who have no personal contact with schools. The program description includes: types of student work that were displayed; background on how the program developed; a program planning time line including steps involved in the planning; and reactions of the press and community leaders. This document was selected by the Association of California School Administrators (ACSA) Task Force on Public Confidence as descriptive of a promising practice or exemplary project worthy of highlighting for the California educational community. (DC)

ED239337 EA015970
San Diego County Effective Schools Program.
San Diego County Office of Education, CA.
1984 21p.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141)
Geographic Source: U.S.; California
Journal Announcement: RIEJUN84
Target Audience: Practitioners
A program description and supporting materials of the San Diego County (California) Effective Schools Program are presented. The program involves a three-phase, research-based process for improving effectiveness at the school site. The phases are: assessment, planning, and implementation. Following an overview of the program, the steps involved in each phase are detailed. Reproducible visual masters and comments on each master are provided for seven areas which have been identified by research as characteristics of effective schools: (1) safe and orderly environment; (2) clear school mission; (3) instructional leadership; (4) high expectations; (5) opportunity to learn and student time-on-task; (6) frequent monitoring of student progress; and (7) home-school relations. A four-page brochure for schools which explains the program is included. This document was selected by the Association of California School Administrators (ACSA) Task Force on Public Confidence as descriptive of a promising practice or exemplary project worthy of highlighting for the California educational community. (DC)

ED239131 CE800112
"Mystery Guest" Program.
Escondido Union School District, Calif.
1984 10p.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141)
Geographic Source: U.S.; California
Journal Announcement: RIEJUN84
Target Audience: Practitioners
In this program, members of the community visit intermediate grade classrooms as "mystery guests" in order to provide students with an introduction to assorted careers and to promote community support for education. The procedure is as follows: (1) the guest brings a tool of his or her occupation, but does not tell what that occupation is; (2) students deduce the occupation by asking questions; (3) when the occupation has been guessed, further questions are asked to learn about the occupation; and (4) students write their impressions of the occupation in a notebook. It is recommended that one 30-minute visit be scheduled each week. This program description includes: an overview; program objectives; implementation procedures; the role and duties of the coordinator; guidelines for preparation of the guest and of the class; the role of the teacher; a suggestion for sending thank-you letters; a letter to be sent to guests; a list of eight sample questions; and a list of guests who have participated along with their occupations. This document was selected by the Association of California School Administrators (ACSA) Task Force on Public Confidence as descriptive of a promising practice or exemplary project worthy of highlighting for the California educational community. (DC)

ED238137 EA016232
The Role of Community Action in Improving Schools.
Lee, Helen C.
28 Oct 1983 10p.; Paper presented at the Annual Conference of the Indiana Community Education Association (Fort Wayne, IN, October 26-28, 1983).
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: CONFERENCE PAPER (150); POSITION PAPER (120)
Geographic Source: U.S.; Indiana
Journal Announcement: RIEMAY84
Target Audience: Parents; Community; Practitioners
In view of the national attention that has recently been brought to public school improvement, a list of suggestions is presented in the form of leading questions to guide communities in assessing the quality of their local schools and in promoting beneficial change. The evaluative questions touch on a wide range of issues: school financing (percent of budget spent on teachers' salaries); comparative results of standardized tests; success of graduates; effectiveness of leadership (school boards and superintendents); and condition of facilities. Other questions are prescriptive, concerning school-community interaction, aid to teachers, curriculum development, special interests, and essential priorities. Because of the necessarily slow process of change in public schools, patience, trust, and diligence are needed above all in any effort to cultivate a fulfilling and productive relationship between a school and its community. (TE)

ED237500 SP023402

Effects on Parents of Teacher Practices of Parent Involvement. Report No. 346.

Epstein, Joyce L.

Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.

Oct 1983 59p.

Sponsoring Agency: National Inst. of Education (ED), Washington, DC.

Grant No.: NIE-G-83-0002

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143)

Geographic Source: U.S.; Maryland

Journal Announcement: RIEAPR84

Target Audience: Parents; Teachers

A survey of parents of 1269 students in 82 first, third, and fifth grade classrooms in Maryland was conducted to investigate the effects (on parents) of parent involvement techniques (used by teachers) for learning activities at home. Some of the teachers were recognized by their principal for their leadership in the use of parent involvement, while other teachers frequently used parent involvement, and some used few, if any, parent involvement techniques. Survey results indicate that parents have generally positive attitudes about their child's school and teacher. However, many parents receive few or no communications from the school, few are involved at the school, and most believe that schools could do more to involve parents in home learning activities. It was also found that teacher-leaders used parent involvement practices more often and more equitably with parents of all educational levels. Parents of children with teachers who frequently use home learning activities are more aware of teachers' efforts, receive more ideas from teachers, know more about their child's instructional program, and rate the teacher higher in interpersonal skills and overall teaching quality. Other types of parent involvement, such as routine communications from the school or parent involvement at the school, do not have as strong or consistent effects on parents. (Author/CJB)

ED236796 EA016185

Effective Teachers in Effective Schools.

Hathaway, Walter E.

Apr 1983 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 11-15, 1983).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: POSITION PAPER (120); CONFERENCE PAPER (150)

Geographic Source: U.S.; Oregon

Journal Announcement: RIEAPR84

Target Audience: Researchers; Practitioners

While effective schools research has inspired new efforts toward improving education for all students, it is flawed by offering simplistic prescriptions based on correlational studies focusing on basic skills achievement. Effective school research and theory can be upgraded by a more careful definition of the goals of learning and a systematic analysis of the interdependencies of effective learning, teaching, and schooling that sorts out conditions from causal factors. Interacting factors of learning include characteristics of the learner and the learning task, and learner activities, all of which are at least partially under the influence of

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schools. Factors of effective teaching include belief that all students can learn, clear and high academic and behavioral expectations, well defined and maintained classroom procedures, evaluation of student progress and evaluative feedback, clear communication of material, the direct instructional approach, appropriate questioning strategies, and frequent and appropriate reinforcement. Effective schooling is marked by such factors as staff commitment to success of students and colleagues, secure and orderly environment, progressive student involvement and responsibility, appropriate use of time, accurate and timely evaluation, clear and consistent consequences for meeting and exceeding expectations, parent and community support, and strong leadership. An instructional effectiveness checklist illustrates application of the research. (MJL)

ED236754 EA015885
Exemplary Schools and Their Identification.
Austin, Gilbert R.
New Directions for Testing and Measurement, n10 p31-48 1981 Mar 1981 19p.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: REVIEW LITERATURE (070); JOURNAL ARTICLE (080)
Geographic Source: U.S.; Maryland
Journal Announcement: RIEAPR84
Target Audience: Policymakers

Analyzed in this report is salient research on exemplary schools based on alternative models of identifying exemplary programs by expert judgment or by regression analysis. The conclusion is that characteristics of exemplary schools are remarkably similar regardless of how they are identified, supporting the view that the characteristics are generalized rather than method-specific. A summary of research findings outlines characteristics including: principals' leadership and instructional training; teachers' high expectations and effective classroom management techniques; students' sense of control of their destiny and belief in hard work; parents' involvement and perception of belonging to an educational partnership; high expectations for all students and staff; organizational principles including high priority for instructional activities; instructional practices such as clear identification of academic objectives, use of small groups or individualized instruction for reading and mathematics, direct instruction, and consideration of students' prior learning and learning styles. The alternative methods of exemplary school identification are judged valid, and the high performance of exemplary schools is not to be accounted for by chance or statistical error. Pinpointed as key elements of exemplary schools are the principal's leadership style and the high number of mediating structures, or adult interpretations, that reflect positively on students' abilities. Policy implications are drawn. (MJL)

ED236112 SP022527
Planning for Parent Participation. Volume II: Planning to Reach Goals.
Natalle, Jody
Florida State Dept. of Education, Tallahassee. Office of Dissemination/Diffusion.
Mar 1980 31p.; For related document, see SP 022 526.
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.
Contract No.: 400-76-0089
EDRS Price - MF01/PC02 Plus Postage.

(cont. next page)

Language: English
Document Type: NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAR84
Government: State
Target Audience: Practitioners

The second of two volumes on planning parent participation programs, this guide is intended to be an aid in the actual program development. The importance of involving school faculty in the planning is emphasized. A description is provided of a seven-step development process in which the faculty team: (1) states program goals; (2) examines sample goals and activities; (3) formulates a tentative program; (4) analyzes the program in relation to the school situation; (5) determines the program's feasibility; (6) finalizes planning; and (7) implements the program. Most of the document comprises detailed guidelines and tools for the first five steps. A bibliography of resources is also provided. (DC)

ED236111 SP022526

Planning for Parent Participation. Volume I: Considering Alternatives.

Dyreson, Margaret
Florida State Dept. of Education, Tallahassee. Office of Dissemination/Diffusion.
Mar 1980 32p.; For Volume II, see SP 022 527.
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.
Contract No.: 400-76-0089
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAR84
Government: State
Target Audience: Practitioners

The first of two volumes on planning parent participation programs, this guide is intended to be an aid in deciding what type of program is most appropriate for a given school. Definitions and purposes of parent involvement programs are offered, followed by an explanation of the importance of determining program goals before designing activities. Seven alternative goals are described ranging from letting parents know what their child is learning through having them serve as school volunteers. Each goal is accompanied by a rationale and several activities which can be used to accomplish the goal. Brief descriptions of actual programs and a bibliography of resources are provided. (DC)

ED235561 EA016120

Effective School Research: Will It Play in the Country?

Buttram, Joan L.; Carlson, Robert V.
11 Apr 1983 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 11-15, 1983).
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: CONFERENCE PAPER (150); RESEARCH REPORT (143)
Geographic Source: U.S.; New Jersey
Journal Announcement: RIEMAR84
Target Audience: Researchers

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This report describes a study which tested the applicability to rural schools of "effective school" research, which focuses on characteristics associated with schools found effective through analysis of standardized student achievement test scores. Strategies for providing input from local personnel included research awareness sessions, a graduate level university course, and testing the assessment and improvement process in a small elementary school. Data provided by a questionnaire distributed to all school staff, interviews of teachers and the superintendent, and archival documents were used to assess school strengths and weaknesses in terms of seven effective school characteristics: safe and orderly environment, clear school mission, principal's instructional leadership, high expectations for achievement, student time on task, frequent monitoring of progress, and supportive home-school relations. Intended as a measure of educational equity, a correlation of achievement test scores with socioeconomic status was inconclusive due to the small number of students. Aside from contextual differences, results generally paralleled those found in urban schools. The conclusion is that with some recommended modifications, effective school research is relevant to rural settings and can encourage rural school personnel to examine and improve their practices. Summary profiles of interview and questionnaire data are appended. (MJL)

ED235397 CG016928
Parent Involvement in Instruction, K-12: Research Synthesis.
Cotton, Kathleen; Savard, William G.
CEMREL, Inc., St. Ann, Mo.
Aug 1982 91p.
Sponsoring Agency: Northwest Regional Educational Lab., Portland, Oreg.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141); REVIEW LITERATURE (070)
Geographic Source: U.S.; Missouri
Journal Announcement: RIEMAR84
Target Audience: Practitioners; Researchers

This report is one of a series of literature reviews conducted in response to the primary concerns of educators nationally. After noting the scarcity of research on parent involvement in the instruction of their children in kindergarten through high school, the authors summarize 18 documents found to be relevant and valid to the topic of parent participation and student outcomes. Results are discussed in terms of affective improvements as well as academic achievement. Several kinds of parent involvement are reviewed, including home tutoring, providing feedback and correction on homework, monitoring study skills, parent-student discussions, and parent-assisted learning in the school setting. Outcomes of noninvolvement, and outcomes of parent involvement with minority, educationally disadvantaged, and learning disabled students are noted, and training for parents is discussed. Recommendations are offered for further research and for school and parent action. An annotated bibliography and two appendices are provided which reference sources which can help schools engage parent interest and involvement in supporting their children's instruction. A third appendix lists sources of additional research evidence which support the conclusions in this document. The fourth appendix, a Decision Display, contains Item Reports (brief forms that include document abstracts and dates of publication) sorted into categories which tend to support or deny the hypotheses that were developed as a result of analyzing the research. The fifth appendix contains the Item Reports for each article or document reviewed, as

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well as a rating of the usefulness of each item on a five-point scale. (JAC)

ED234366 CS007302
Parent-Teacher Communication: Practical Suggestions on How to Effectively Begin the Process.
Wiesendanger, Katherine D.
[1983 7p.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: TEACHING GUIDE (052)
Geographic Source: U.S.; New York
Journal Announcement: RIEFEB84
Target Audience: Teachers
Because parents of upper elementary school students are less likely to attend school conferences, reading teachers at this level must find unique ways to communicate with the home. Techniques for improving communication include the following: (1) holding workshops at the start of the school year to explain classroom goals and procedures, (2) presenting student skits or plays during parent-school meetings to improve attendance, (3) writing short letters suggesting how parents can stimulate skills developed in the classroom, (4) assigning student letters telling parents what they are doing in school, (5) extending specific invitations to parents to visit the school, (6) sending "happy grams" telling parents when their child has done something special, (7) telephoning rather than writing parents about a serious problem, and (8) extending invitations to parents to observe classes at specific times of the year. (MM)

ED233435 EA015857
How Do Parent-Teacher Conferences Influence the Curriculum?
Zuga, Karen F.
Apr 1983 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 11-15, 1983).
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)
Geographic Source: U.S.; Ohio
Journal Announcement: RIEJAN84
Target Audience: Researchers
In an effort to describe parent-teacher conferences and assess their influence on the curriculum, three researchers interviewed children, parents, teachers, and the principal of a midwestern elementary school and observed various school and Parent Teacher Association functions. High school and elementary school parents were mailed a survey. Research focused on how to describe parent-teacher conferences, parents' beliefs about conferences and what they learned, and children's views of conferences. Parent-teacher conferences were described as discussions of the students' attitudes and academic and social performance in school. Parents believed that they were to work in a partnership with teachers to help students and received information on their children's problem areas. Children reported that they were helped by the conferences, most often by their parents' advice and assistance with schoolwork. The evidence suggests that the major purpose and function of the conference is to help students conform to standardized school requirements. Communication flows from teacher to parent to student, but parents' comments to the

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teachers have little influence on the curriculum. Conferences are trivialized by class size and time limitations. Parents willingly attend conferences in the early school years but stop attending conferences as children advance in school. Because the effectiveness of parent-teacher conferences is limited by the parents' understanding of the discussion and communication of it to their children, teacher-student conferences might also be warranted. (MJL)

ED231075 EA015751

How to Improve Teacher-Parent Relationships.

Steller, Arthur W.

Feb 1983 9p.; Paper presented at the Annual Meeting of the American Association of School Administrators (115th, Atlantic City, NJ, February 25-28, 1983).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: CONFERENCE PAPER (150); NON-CLASSROOM MATERIAL (055); POSITION PAPER (120)

Geographic Source: U.S.; Ohio

Journal Announcement: RIENOV83

Target Audience: Practitioners

Based on the assumption that teachers play a critical role in producing positive public opinions of schooling, this article provides suggestions for administrators to use to improve their schools' public relations. The first list of suggestions offers details about how to make teachers more aware of their roles as public relations agents. This 12-item list first suggests giving teachers a list of specific expectations regarding public relations. Then a list of 22 suggestions for improving home-school communications is offered, including responding thoughtfully and promptly to telephone calls, sharing information through newsletters, and communicating with straightforward messages. A 20-item list contains ways administrators can recognize good teachers and positive communicators, including developing a monthly newsletter highlighting public relations efforts of teachers, passing on compliments to faculty and staff frequently, and acknowledging appreciation to staff members with special notes of thanks. The final 14-item list tells how teachers can recognize the uniqueness of a particular child. Suggestions include utilizing "happiness notes" or "success cards" containing encouraging comments, arranging for media coverage of student events, and featuring students in the school newsletter. (JM)

ED231037 EA015697

School-Home Communications at the Secondary Level.

Gotts, Edward E.

Apr 1983 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 11-15, 1983).

Sponsoring Agency: National Inst. of Education (ED), Washington, DC.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)

Geographic Source: U.S.; West Virginia

Journal Announcement: RIENOV83

Target Audience: Practitioners

Because a review of the literature showed little systematic knowledge about effective school-home communication at the secondary level, a survey of parents of

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secondary-level students was undertaken in a large West Virginia school system that had begun to achieve apparently effective school-home rapport. A stratified, random sample of parents was selected to represent two high schools serving mixes of rural and urban families of varied socioeconomic status. The sample of 120 families was stratified to include equal numbers of 10th, 11th, and 12th grade students and equal numbers of boys and girls within grade levels. Interviews with the parents sought information on actual home-school communication practices in the system, parents' reactions to such practices, and their suggestions for improvements and possible innovations in communications. Results show that school newsletters were most often mentioned as the contact between home and school, though personal contact with school personnel (albeit infrequent) and interim academic progress reports also proved to be significant contacts between school and home. Parents responded most positively (1) to regular and timely newsletters on school activities and (2) to being notified when their children were having difficulties and needed assistance or correction. Although parents generally lacked information on what they could best do in response to problems at school, an effective communications program should include followup suggestions in its early notification of parents. (Author/JW)

ED229461 UD022669

Parents' School Networks: An Exploratory Study of School-Community Environments and Parent Participation. Executive Summary.

Steinberg, Lois S.; And Others
National Opinion Research Center, Chicago, Ill.
Jul 1980 12p.; For related document, see UD 022 668.
Sponsoring Agency: National Inst. of Education (ED), Washington, DC.
Contract No.: 400-70-0005
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: GENERAL REPORT (140)
Geographic Source: U.S.; Illinois
Journal Announcement: RIESEP83

The study described in this summary explores school and community factors that encourage parent participation in decisions that affect the quality of children's schooling. Its primary objective was to identify and compare factors that foster parent networks around school issues in suburban and urban areas. Five groups mobilized by middle class parents in the early 1970s to promote reforms in a suburban New York school district were identified, and their role in fostering school related networks was reviewed. Next, a description of formal arrangements that allow for parental involvement in this school district were contrasted to opportunities for minority parent involvement in schools in five Chicago neighborhoods. Based on differences in parent participation in the two study areas, several recommendations were offered: (1) provide support for independent groups that are interested in reforming schools; (2) develop new procedures to represent and validate parental concerns; (3) implement training programs for parents to increase their access to new ideas; and (4) foster clarification of parents' role and promotion of meaningful parent participation by administrators and school personnel. (AOS)

ED228735 EA015585

Hudson's Bay High School: A Model for Effective Schools.

Halstead, David; Riden, Ralph

Vancouver School District 37, Wash.

1982 50p.; Prepared at Hudson Bay High School, Vancouver, Washington.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Washington

Journal Announcement: RIESEP83

Materials related to Hudson's Bay High School's (Vancouver, Washington) program to improve school effectiveness are presented. On the first page are enumerated six steps that were taken to implement the program, including the administration of an Effective Schools Evaluation Instrument asking faculty to identify needed improvements. Eight teams were designated to develop the eight school effectiveness goals chosen and to suggest ways they could be achieved in the classroom. The second section lists and explains 14 attributes of effective schools. The third section elaborates on the 14 attributes. The fourth section reproduces the Effective Schools Evaluation Instrument in which the 14 attributes are again listed and explained. The fifth section contains the reports of each of the eight committees assigned to develop each goal selected. The eight goals or areas for improvement selected and reported on were high academic learning time, high expectations, order and discipline, monitored homework, community support, clear academic and social behavior goals, variety of teaching topics, and public rewards and incentives. Committee reports include such things as what research says about the goals and specific recommendations for changes in administator and teacher behavior. Presented in the final section is a paper summarizing research about effective schools. (JM)

ED228713 EA015562

19 Improving Schools and Why: Their "Formula for Success."

Clancy, Peter L.

Eastern Michigan Univ., Ypsilanti.

1982 211p.; Portions of appendices and photographs may not reproduce well.

Sponsoring Agency: Mott (C.S.) Foundation, Flint, Mich.

Report No.: ISBN-0-911467-00-9

Available from: Publications, Office of Community Education Research, 34 F Boone Hall, College of Education, Eastern Michigan University, Ypsilanti, MI 48197 ($7.95; quantity discounts).

EDRS Price - MF01/PC09 Plus Postage.

Language: English

Document Type: CONFERENCE PROCEEDINGS (021); RESEARCH REPORT (143); NON-CLASSROOM MATERIAL (055)

Geographic Source: U.S.; Michigan

Journal Announcement: RIESEP83

Students at 19 Michigan elementary schools in 17 districts showed a dramatic improvement in Michigan Educational Assessment Program test score results from 1976 to 1979. A three-pronged effort to identify the factors associated with the improvement involved a computer analysis of school demographic data, field interviews, and a symposium of 107 key personnel from 18 of the 19 schools who

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corroborated the field interviews. Analysis of the demographic data failed to reveal any positive correlation with success; however, a "Formula for Success" extracted from the interviews and symposium contains seven elements that constitute a "critical mass" that all 19 schools possess. The seven elements are: (1) the staff has a high degree of intercommunication; (2) the instructional program contains the basic elements of mastery learning; (3) the principal is a strong leader with an understanding of curriculum and instruction; (4) the staff is stable, flexible, innovative, and skilled; (5) the parents are supportive because the school communicates well with them, and in some cases community education programs make this possible; (6) the superintendent is a leader who communicates clearly the importance of academic achievement; and (7) all the parties involved in the teaching-learning process know what is expected of them. (MLF)

ED227559 EA015481

Looking In on Your School. A Workbook for Improving Public Education. Revised.

National PTA, Chicago, Ill.

1982 36p.; Photographs will not reproduce well.

Available from: Order Department, The National PTA, 700 North Rush Street, Chicago, IL 60611 ($3.00).

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: NON-CLASSROOM MATERIAL (055)

Geographic Source: U.S.; Illinois

Journal Announcement: RIEAUG83

Prepared for parents, this handbook aims to help them study and assess their public schools. An introduction presents the reasons parents should gather information on their schools and discusses planning the project, organizing the group, and conducting the evaluation. Next, 13 qualities of an academically effective school are listed. Nine sections follow on different aspects of schools; each section lists questions to ask, gives space for answers, and suggests actions to take. The nine sections cover (1) school goals and objectives; (2) administration, including the principal, superintendent, and board; (3) teachers, involving training, effectiveness, satisfaction, salary, and personnel policies; (4) students; (5) curriculum, including English, mathematics, social studies, science, arts, health and physical education, life skills, and career or vocational education; (6) support services, such as testing, guidance and counseling, and education for the handicapped, gifted, and others with special needs; (7) the library, or media or learning center; (8) school plant and financing; and (9) parents and community. The last section discusses analysis of data and preparation of plans for improvement. A list of resources is appended. (RW)

ED227540 EA015125

Identifying Barriers to Parent Involvement in the Schools: A Survey of Educators.

Stallworth, John T.

Southwest Educational Development Lab., Austin, Tex.

Mar 1982 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: CONFERENCE PAPER (150); RESEARCH REPORT (143)

Geographic Source: U.S.; Texas

(cont. next page)

Journal Announcement: RIEAUG83

A questionnaire survey of elementary teachers and principals investigated their attitudes toward parent involvement in schools and sought to find whether barriers to parent involvemnt were related to school policies and procedures, teacher or principal attitudes, lack of resources, or lack of knowledge or skills. Of the random sample of 2,000 teachers and 1,500 principals--located in Arkansas, Louisiana, Mississippi, New Mexico, Oklahoma, and Texas--45 percent responded. Attitudinal data were collected on parent involvement in 20 educational decisions and 7 specific involvement roles and on the extent of current parent involvement in 28 specific school decisions. Data analysis was performed using frequencies, averages, and Likert-scale ratings of items. The results show both teachers and principals favor parent involvement in helping their children with school work and in playing support roles for school activities, but do not favor involvemnt in curriculum and instruction decisions or school administration and governance. The results suggest school policies and procedures, as well as teacher and principal attitudes, are not barriers for favored types of parent involvement but may be barriers for nonfavored types of involvement. (RW)

ED226473 EA015421

Winning America's Commitment to Education: 10 Ways to Go.

Bagin, Don; Wherry, John H.

7 Jul 1982 14p.; Paper presented at the Annual Meeting of the National School Public Relations Association (Minneapolis, MN, July 5-9, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: CONFERENCE PAPER (150); POSITION PAPER (120); NON-CLASSROOM MATERIAL (055)

Geographic Source: U.S.; New Jersey

Journal Announcement: RIEJUL83

Target Audience: Practitioners

School systems' attempts to obtain and maintain positive attitudes and strong support from the public are more likely to be successful if the 10 concepts discussed in this address are understood and followed. These concepts include making sure everyone involved knows the schools' strengths, problems, and plans for solving problems; constantly pursuing excellence in education; making sure that people's experiences with their schools are positive; and working to improve staff morale. The authors also urge educators and public relations officers to become politically involved, to take the public's concerns about discipline seriously and work to address them, and to stop fighting among themselves and start building coalitions to support quality education. The last three points are that every means available must be used to involve nonparents, that the business community must be involved in school improvement efforts, and that two-way communication must be established with all school audiences. (PGD)

ED226466 EA015414

Building Public Confidence in Our Schools.

Marx, Gary

American Association of School Administrators, Arlington, Va.

1983 16p.

Available from: Publications, American Association of School Administrators, 1801 North Moore Street, Arlington, VA 22209 (Stock No. 021-00830; $1.00; minimum order,

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15 copies; quantity discounts).
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S.; Virginia
Journal Announcement: RIEJUL83
Target Audience: Practitioners

To help administrators build confidence in their schools, this document offers 12 suggestions to foster better communication, increased confidence, and more effective schools. Each suggestion is discussed and examples are provided of how to carry out the suggestion. The 12 suggestions are to (1) strive for school quality, (2) create a spirit of caring in the school, (3) share the good news about schools, (4) show connections between education and future hopes (5) work with, not against, other individuals and groups in the schools, (6) get the community on the school team, (7) reduce the amount of hassle that schools perpetrate, (8) demonstrate that the school has a sense of direction, (9) be an educational leader in the community, (10) create substantive themes for rallying staff and community members around the school, (11) be an effective communicator, and (12) have confidence in yourself. (Author/RW)

ED226462 EA015407
Four Keynotes for Citizen Participation in the Schools.
Davies, Don
Jul 1982 14p.; Paper presented at the International Conference for Parent/Citizen Involvement in Schools (Salt Lake City, UT, July 1982).
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: CONFERENCE PAPER (150); POSITION PAPER (120)
Geographic Source: U.S.; Massachusetts
Journal Announcement: RIEJUL83

Four keynote ideas can help partnerships form between communities and their schools. The first keynote is a new "social contract" for education in each community, based on agreement on values, school objectives, and group roles. The second keynote is the "public good." There exists a breakdown of community, a loss of the sense of the public good; it can be rebuilt, however, through youth programs, parent and citizen councils, and citywide organizations and public interest groups. The third keynote involves the reawakening of the idea of "mutual aid" instead of selfishness. Educators should see parents and community members as resources and should design educational programs in which learners take more responsibility for their own and others' learning. "The Home-School Connection," from the Institute for Responsive Education (IRE), reports on such mutual aid. Mutual aid can also include resource and service exchange with community agencies. The final keynote, "shared power," involves increasing parents' and citizens' roles in educational policy development and decision-making. Recent IRE findings on districts with declining resources indicate the community needs to be integrated into the formal procedures of district governance, not just manipulated. Four criteria help identify such integration. (RW)

ED226426 EA015351

Volunteers and Older Students. Partners for the 80's.

Purcell, Elizabeth A., Ed.; Nagle, Terry Lynn, Ed.

National School Volunteer Program, Inc., Alexandria, Va.

1981 77p.

Sponsoring Agency: Babcock (Mary Reynolds) Foundation, Inc., Winston-Salem, N.C.

Available from: Publications, National School Volunteer Program, Inc., 300 North Washington Street, Alexandria, VA 22314 (Order No. P-7; $6.00 plus $1.20 postage).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: NON-CLASSROOM MATERIAL (055); REVIEW LITERATURE (070); PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Virginia

Journal Announcement: RIEJUL83

Target Audience: Practitioners

Information on 12 exemplary volunteer programs is gathered in this manual for school officials, teachers, and volunteer coordinators. An introductory chapter discusses the place of volunteerism in middle and secondary schools, covering categories of volunteers; the services volunteers can provide; the benefits of volunteer programs to students, professional staffs, and schools as a whole; and the special needs of secondary schools, adolescent students, and secondary teachers. The remainder of the document is divided into two parts. The first section details the major factors to consider when developing programs using students as volunteers and describes the objectives, structure, implementation, and evaluation of four programs for peer and cross-age tutoring, peer counseling, and peer leadership. The second section focuses on the work of adult volunteers with older students and describes eight programs involving career study, tutoring by adults, or the utilization of community resources or corporate volunteers. Accompanying the discussion of each program are several related exhibits including such items as sample planning, reporting, and evaluation forms, questionnaires, recruitment materials, guidelines, and sample letters. (PGD)

ED225682 PS013342

A Survey of Parents Regarding Parent Involvement in Schools. Parent Involvement in Education Project. Final Report. Executive Summary.

Stallworth, John T.; Williams, David L., Jr.

Southwest Educational Development Lab., Austin, Tex.

Dec 1982 28p.; For related document, see PS 013 341.

Sponsoring Agency: National Inst. of Education (ED), Washington, DC.

Contract No.: 400-80-0107

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: RESEARCH REPORT (143)

Geographic Source: U.S.; Texas

Journal Announcement: RIEJUN83

Summarized in this report is a study designed to explore the attitudes of parents of elementary school children towards parent involvement in various school activities. Working with both the state and local PTA in six states, project staff distributed a questionnaire asking parents about their attitudes toward parent involvement, their interest in certain parent involvement roles, their interest in

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taking part in school decisions, and their actual participation in certain parent involvement activities. Parents were also asked about suggestions to improve their involvement and queried as to why parent involvement decreases at the high school level. Results from 2,083 returned questionnaires, presented in tabular as well as text form, suggested that respondents have a generally favorable attitude toward many types of parent involvement activities and are very interested in participating in school decisions as well as in supporting school activities and tutoring their own children at home. Parents reported a moderate level of participation in activities related to home tutoring and to support of school events, along with a very low level of participation in those activities related to school decision making. (MP)

ED225681 PS013341

Parent Involvement in Education Project (PIEP). Final Interim Report.

Melvin, Judy; And Others

Southwest Educational Development Lab., Austin, Tex.

30 Nov 1982 148p.; For related document, see PS 013 342.

Sponsoring Agency: National Inst. of Education (ED), Washington, DC.

Contract No.: 400-80-0107

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: RESEARCH REPORT (143)

Geographic Source: U.S.; Texas

Journal Announcement: RIEJUN83

This study explores the attitudes of parents of elementary school children towards involvement in various school activities. A sample of 2,083 parents who had at least one child in a public elementary school was selected from a six-state region. Working through both the state and local Parent Teacher Association, project staff distributed a questionnaire asking parents about their attitudes toward involvement, their interests in the various parent involvement roles, their interests in participating in school decisions, and their actual participation in specific parent involvement activities. They were also asked for suggestions to improve parent involvement and questioned about the reasons parent involvement decreases at the high school level. Results suggested that respondents had a generally favorable attitude toward a wide variety of parent involvement activities. Parents expressed a strong interest in participating in school decisions, as well as in supporting school activities and tutoring their own children at home. They reported a moderate level of participation in activities related to home tutoring and support of school events, and a very low level of participation in those activities related to school decision making. (Author/MP)

ED225289 EA015325

School Public Relations: Communicating to the Community. Fastback 182.

Kinder, J. A.

Phi Delta Kappa Educational Foundation, Bloomington, Ind.

1982 44p.

Sponsoring Agency: Phi Delta Kappa, New York, N.Y.

Available from: Publications, Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, IN 47402 ($.75; quantity discounts).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

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Document Type: NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S.; Indiana
Journal Announcement: RIEJUN83
Target Audience: Practitioners

To help school administrators, this handbook suggests guidelines for establishing a school public relations (PR) program and offers techniques used by schools to communicate with the community. The introductory section stresses the need for school PR, given recent political, financial, and demographic changes. The second section outlines a master PR plan, comprising a PR committee, a public opinion poll, and staff workshops on PR. The importance of being open with the media is emphasized in the third section, which also presents guidelines on working with reporters and writing news releases. The following section discusses written communications with parents (including single-parent families), conferences, and parent-teacher associations. The fifth section, concerning community elections, touches on ways to win school budget elections and provides ideas for working with the business community, citizen advisory groups, parents, senior citizens, students, and influence groups. Four success stories about school PR are presented in the sixth section, involving public school systems in Dallas (Texas), Utica (Michigan), Fairfax County (Virginia), and Jacksonville (Florida). The subsequent section describes the National School Public Relations Association. The handbook also includes a brief bibliography of school PR resources. (RW)

ED224667 RC013721

Applicability of an Adoption-Diffusion Model to Resource Conservation: A Supporting View.

Nowak, Peter J.

Sep 1982 21p.; Paper presented at the Annual Meeting of the Rural Sociological Society (San Francisco, CA, September 1982).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: POSITION PAPER (120); CONFERENCE PAPER (150)

Geographic Source: U.S.; Iowa

Journal Announcement: RIEMAY83

At issue is the extent to which one can employ an adoption and diffusion of innovations model(s) to explain and predict the use of soil and water conservation practices. Much, however, can be gained from using models in this area. Four dimensions that should be present in any research design if it is to account for adoption and diffusion of conservation practices are the nature of the innovation, the characteristics of the adopting unit, the position of the adopting unit within the social system, and the characteristics of the social system. There is little disagreement that the nature of the innovation influences adoption and diffusion processes. There are no pre-packaged "conservation machines"; conservation is a blend from agronomy, engineering, economics, and, at times, superstition and luck. Although it is easy with hindsight to look back upon the adoption-diffusion model as it evolved in the 1950s and see shortcomings, it offered then, and now, a tremendous utility. Perhaps the major problem with this model is the researchers' tendency to accept the model at face value--to take it for what it is. Instead, this model, or any model, should be constantly challenged and modified to account for new situations and old criticisms. (BRR)

ED224132 EA015218

PR Programs for Small, Suburban and Large Districts. Basic School PR Guide.

Bachman, Duane; And Others

National School Public Relations Association, Arlington, Va.

1980 52p.; One in a series of eight Guides which comprise the Basic School PR Kit. Appendix B may not reproduce due to small, light print of original document. For related documents, see EA 015 213-220.

Available from: Publications, National School Public Relations Association, 1801 North Moore Street, Arlington, VA 22209 ($7.50 each; $37.50 for set of eight).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: NON-CLASSROOM MATERIAL (055); PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Virginia

Journal Announcement: RIEMAY83

Target Audience: Practitioners

Designed to provide specific, practical help for educators in starting or improving school public relations programs, this guide presents views from the superintendent of a small district who is his own public relations person; from a public relations director of a large suburban district; and from a public relations administrator of one of the nation's largest urban school districts. Small districts are claimed to enjoy two direct advantages when it comes to developing and implementing an effective communications program: the program can take on a very personal quality, and the media in small districts are usually "proschool." A public relations program for suburban districts must deal with unique concerns that include geographical area, population consideration, competition for attention, developing a sense of community, and planning the program to use all media channels. Finally, in large school districts the total city community must be invited to become intensively involved with the schools. The three types of districts are given advice on getting started, program ideas, and ways to obtain meaningful feedback on information efforts. The appendices contain sample forms to assist in setting up a school public relations program. (Author/MLF)

ED224131 EA015217

Involving ALL Your Publics. Basic School PR Guide.

Ascough, Larry

National School Public Relations Association, Arlington, Va.

1980 36p.; One in a series of eight Guides which comprise the Basic School PR Kit. For related documents, see EA 015 213-220.

Available from: Publications, National School Public Relations Association, 1801 North Moore Street, Arlington, VA 22209 ($7.50 each; $37.50 for set of eight).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: NON-CLASSROOM MATERIAL (055)

Geographic Source: U.S.; Virginia

Journal Announcement: RIEMAY83

Target Audience: Practitioners

To help educators improve their school public relations (PR) programs, this handbook tells them how to identify and communicate with "special publics" and how to evaluate their communication efforts. An introductory overview points out that two-thirds to three-quarters of the adult population have no children in school and

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that schools need to reach these publics. Chapter 1 recommends beginning by analyzing the community and the district's existing PR efforts, categorizing and prioritizing the publics, preparing district staff, pushing community involvement, writing PR plans, and ensuring that PR activities have adequate resources. The special publics enumerated in chapter 2, include the business and real estate communities, religious institutions, senior citizens, community organizations, government agencies, higher education institutions, private schools, and youth groups. Chapter 3 discusses how to reach these publics using information dissemination (including speakers, school visits, and the mass media), advocacy groups for public education, campaigns on school issues, community expertise for instruction and management assistance, and learning assistance (both for and from schools). Evaluation methods suggested in chapter 4 include an "early warning system" to monitor public attitudes, community surveys, and PR assessment groups. The final chapter briefly summarizes the handbook. (RW)

ED224128 EA015214

Working with the Media. Basic School PR Guide.

Tilden, Scott W.

National School Public Relations Association, Arlington, Va.

1980 36p.; One in a series of eight Guides which comprise the Basic School PR Kit. Appendices may not reproduce due to small print of original document. For related documents, see EA 015 213-220.

Available from: Publications, National School Public Relations Association, 1801 North Moore Street, Arlington, VA 22209 ($7.50 each; $37.50 for set of eight).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: NON-CLASSROOM MATERIAL (055)

Geographic Source: U.S.; Virginia

Journal Announcement: RIEMAY83

Target Audience: Practitioners

To help improve school public relations programs, this handbook covers communications with print and broadcast media. An overview briefly discusses education's relationship to the media. Chapter 1, on preparations for working with the media, advises making personal contact with media persons and suggests how to prepare, what information to get, and what not to say. Chapter 2 considers news releases and discusses what to write about, knowing what to include (who, what, where, when, why, and how), finding the right story angle and lead sentence, keeping the release readable, using the correct news release format, pretesting stories, and getting the release to the media. Chapter 3 recommends how to handle crises, including identifying spokespersons in advance, using a rumor control center, keeping school staff informed, and establishing a crisis team. Working with radio, television, and cable television is outlined in chapter 4, which covers public service announcements, planning for broadcast media, and program production for cable television. Chapter 5 lists evaluation criteria, and chapter 6 briefly summarizes the handbook. Five appendices provide samples of fact sheets, news sheets, and news releases as well as guidelines for radio usage. (RW)

ED224117 EA015203

Communicating with the Community. Leader's Manual. Keys to School Boardsmanship. A Program of Continuing Education for School Board Members.

Wolfe, Leslie G.

Montana School Boards Association, Helena.; National School Boards Association, Washington, D.C.; Northwest Regional Educational Lab., Portland, Oreg.; Washington State School Directors Association, Olympia.

1982 124p.; Some pages may not reproduce due to small print of original document. For related documents, see EA 015 201-212. Also contributing to the development of this document were the Idaho School Boards Association, the Oregon School Boards Association, and the Association of Alaska School Boards. Document also appears under the title "Communication."

Sponsoring Agency: National Inst. of Education (ED), Washington, DC.

Contract No.: 400-80-0105

Available from: Publications, National School Boards Association, 1055 Thomas Jefferson Street, N.W., Washington, DC 20007.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: CLASSROOM MATERIAL (050); AUDIOVISUAL MATERIAL (100)

Geographic Source: U.S.; Oregon

Journal Announcement: RIEMAY83

Target Audience: Practitioners

The materials in this manual are designed to help workshop leaders prepare for and present a workshop for school board members on how to contribute to improved communications between the school organization and the community. The workshop covers one process board members and superintendents can use when determining how to communicate school needs, interests, and transactions to the community, and how to encourage the community to express its own needs and interests effectively. The manual consists of six sections: an introduction; three sections on planning, presenting, and evaluating the workshop; a selection of resource materials; and a booklet for workshop participants. The discussion of planning contains information on the focus and scope of the workshop, familiarization with resource materials, workshop presentation techniques and skills, suitable grouping of participants, and equipment needed. The presentation section includes sequential descriptions of workshop activities, instructions for using participant materials and audiovisual aid, and information on leader focuses for each activity. The resource materials provided include papers on community relations and masters from which transparencies for projection at the workshop can be reproduced. (Author/PGD)

ED224114 EA015200

Non-Parents and Schools: Creating a New Team. Communication Alert.

Magmer, Jeanne R.

National School Public Relations Association, Arlington, Va.

1982 66p.

Available from: Publications, National School Public Relations Association, 1801 North Moore Street, Arlington, VA 22209 ($10.95).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: NON-CLASSROOM MATERIAL (055); PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Virginia

(cont. next page)

Journal Announcement: RIEMAY83
Target Audience: Practitioners
As the population ages and school enrollments shrink, nonparents are making more and more of the financial decisions affecting schools. Schools that involve all of their publics, parent and nonparent, and keep them informed have community support. Those who fail to reach beyond their parent publics do not. This volume is a collection of a cross section of ideas for reaching nonparents and bringing them back into the schools. Advice is offered on identifying nonparent publics, reaching nonparents, and developing a plan of action. Other examples include bringing business representatives into the school, starting community education programs, and recruiting volunteers to participate in school activities. Ideas are suggested for bringing the schools to their communities through a variety of media as well as through district publications, public demonstrations and displays, speakers' bureaus, and cable television programming. Finally, the involvement of senior citizens is stressed for the "important human and historical connection" that they can share with children. (Author/MLF)

ED223549 SP021289
Getting Started with Parent Involvement Programs.
Call, Vern W.
Dec 1982 10p.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141); NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S.; Utah
Journal Announcement: RIEAPR83
An organized volunteer program for parents and community members can be a valuable form of instructional and administrative support for schools as financial resources decline. The rationale for establishing such a parent/community program should be thoroughly probed, and possible constraints should be identified at the outset. Support from the school board, administration, and faculty, as well as from community groups, should be obtained in advance. A planning and advisory group is necessary to assess needs and set goals and objectives. The volunteers' roles and duties should be clearly defined in order to avoid staff misunderstandings. The school's legal and financial responsibilities should be delineated and understood by all participants. Implementation should consist of a thorough staff orientation and personalized volunteer recruitment, training, and retention methods. Program evaluation, often prepared as part of a funding request, should indicate objectives, criteria, and time frame of measurement. (FG)

ED223542 SP021150
Parent-Teacher Relations: A Self-Help Guide to Improved Communications.
Burchby, Marcia; And Others
[1982 52p.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S.; Ohio
Journal Announcement: RIEAPR83
Target Audience: Practitioners
This guide, written by Marcia Burchby, Ralph Martin, and George Wood, for
(cont. next page)

improving relations between teachers and parents emphasizes that the onus of bringing about better relations and clearer lines of communication falls upon the teacher. In the first part, six key questions offer guidelines for introspective examination on the part of the teacher. These concern not only the teacher's evaluation of current methods of communications with parents but also reflections on the feelings and attitudes of parents and the general attitude of the school administration toward parent-school relationships. Several findings from the 1982 "14th Annual Gallup Poll of the Public's Attitudes toward the Public Schools" are presented as an aid for clarifying this evaluative thinking. The second section contains suggestions for improved communications: (1) building a year-long plan; (2) helpful hints for successful parent conferences; (3) communication samples; (4) things to send home besides homework; (5) communicating via a student notebook; and (6) writing communications carefully with proper grammar and spelling. Teachers' ideas and comments are included, as well as a bibliography on parent teacher communications. (JD)

ED223362 PS013217

When Parents Want to Teach--Developing Parent Workshops.

Miller, Susan A.

Nov 1982 21p.; Paper presented at the Annual Meeting of the National Association for the Education of Young Children (Washington, DC, November 11-14, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: CONFERENCE PAPER (150); NON-CLASSROOM MATERIAL (055)

Geographic Source: U.S.; Pennsylvania

Journal Announcement: RIEAPR83

Target Audience: Practitioners

Guidelines for planning and conducting a series of parent awareness workshops are offered in this paper. Parent awareness programs consist of efforts to involve parents in the education of their children through collaboration with teachers. Phases of planning with parents as partners are discussed in the first part of the paper. Planning activities described include assessing parents' needs, scheduling meetings, choosing an appropriate location, establishing basic committees, and arranging for publicity. A list of final, pre-workshop arrangements is also provided. In the second part of the paper a sequence of workshop sessions is described. Each workshop, from the first through the sixth, is designed to attain a specific objective. The workshop series begins with an orientation meeting, and in subsequent meetings provides parents with the opportunity to become acquainted; to become involved with "hands-on" activities, such as games to make and play; to select and learn from a resource person; to participate in learning activities with their children; and to discuss issues and give advice to one another in a context of mutual fellowship. In addition, guides for providing materials to parents who cannot attend workshops and for evaluating the series of workshops are offered. (RH)

ED223008 EA015170

Considering the Research: What Makes an Effective School?

Westbrook, John D.

Southwest Educational Development Lab., Austin, Tex.

Sep 1982 45p.

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Sponsoring Agency: National Inst. of Education (ED), Washington, DC.
Contract No.: 400-80-0107
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: REVIEW LITERATURE (070); BIBLIOGRAPHY (131)
Geographic Source: U.S.; Texas
Journal Announcement: RIEAPR83
Target Audience: Practitioners

Four general types of literature related to school effectiveness are reviewed in this paper and the more consistent research findings synthesized. The literature types considered are case studies (descriptions of effective schools), comparative studies (comparisons of effective and ineffective schools), program evaluations (examinations of effectiveness-oriented programs), and reviews of the school effectiveness literature. The literature is divided into three groups for coherent synthesis: group 1 consists of five case studies and a review of the literature, all of seminal significance and frequently cited; group 2 includes studies and reviews that address further the issues raised in the studies in the first group; and group 3 studies do not utilize measures of student achievement and are the least frequently cited. The synthesis of this literature begins with consideration of definitions and concepts of school effectiveness and of qualifications limiting the applicability of the research findings. The review then discusses the major factors affecting school effectiveness as identified in the research, including time on task, expectations for student achievement, student success rates, curriculum alignment, staff task orientation, behavior management techniques, school environment, staff cooperation, instructional leadership, parent participation, and instructional practices. A bibliography lists the 107 documents reviewed. (Author/PGD)

ED222487 SP021274
Parent-Teacher Conferencing. What Research Says to the Teacher.
Rotter, Joseph C.; Robinson, Edward H., III
National Education Association, Washington, D.C.
1982 33p.
Report No.: ISBN-0-8106-1057-4
Available from: National Education Association Professional Library, P. O. Box 509, West Haven, CT 06516 (Stock No. 1057-4-00; $2.00).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055); REVIEW LITERATURE (070)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIEMAR83
Target Audience: Practitioners

Effective parent-teacher conferences have the potential to be the single most educationally valuable event for the student during the school year. With increased parental involvement in the day-to-day operation of the schools and greater parental awareness of the educational process, it becomes apparent that educators need to be prepared to respond to renewed parental interest in the education of their children. From both an ethical and a legal perspective, communication between parents and teachers is imperative. However, inappropriate procedures and inadequate skills and knowledge can create greater problems than may have existed before the meeting. This publication is intended to help teachers to improve their parent-teacher conferencing skills. First, it examines the historical background

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and research relating to parent-teacher conferences. Then, it suggests effective ways for teachers to improve their communication skills with parents and to involve parents in the educational, personal, and social development of their children. The core elements of effective conferencing--listening, perceiving, attending, responding, and initiating--are identified and discussed. A list of 78 references is appended. (JD)

ED221843 CS006838

Reading: Parents, Kids, Teachers Inc. A Resource Guide for Teachers Interested in Parental Involvement.

Oklahoma State Dept. of Education, Oklahoma City.

1982 224p.

EDRS Price - MF01/PC09 Plus Postage.

Language: English

Document Type: TEACHING GUIDE (052)

Geographic Source: U.S.; Oklahoma

Journal Announcement: RIEMAR83

Government: State

Target Audience: Practitioners

Recognizing the importance of parental involvement in a child's learning to read, this resource guide is designed to aid teachers in working with parents to achieve optimal learning experiences for children. The first chapter shows how responsibilities can be shared between home and school in the areas of physical and mental health, use of the media, homework, and summer reading. The second chapter discusses parent, teacher, and student conferences, suggesting ways teachers can evaluate parent conferences and respond to parents' questions about how they can best help their children. Ways of utilizing parents as reading volunteers are outlined in the third chapter, while chapter 4 presents specific activities and toys parents of preschool and kindergarten children can use to help children develop physical and language skills. Chapters 5 and 6 suggest ways teachers can work with the parents of handicapped and gifted children. The final chapters contain four appendixes covering a wide range of resources for parents and teachers and a bibliography. (JL)

ED220863 CS207197

When Our School Talks, the Community Listens--A Guide to Public Communications for Writing Programs.

Haugen, Nancy S., Ed.; And Others

Wisconsin Univ., Madison. Dept. of Curriculum and Instruction.

1981 54p.; Also sponsored by the Wisconsin Native American Teacher Corps.

Sponsoring Agency: National Endowment for the Humanities (NFAH), Washington, D.C.; Wisconsin Improvement Program, Madison.; Wisconsin Univ., Madison, Univ. Extension.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: NON-CLASSROOM MATERIAL (055)

Geographic Source: U.S.; Wisconsin

Journal Announcement: RIEFEB83

Target Audience: Practitioners

To help clarify the public relations role of the classroom teacher, the first four chapters of this guide examine writing-related situations within the framework

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of three public relations areas: establishment of a positive public relations climate, maintenance of ongoing programs, and prevention of and intervention in problem situations. The fifth and longest chapter offers three public relations models--(1) the establishment, maintenance, and protection of a writing center; (2) the Wisconsin Writing Project practices and philosophy; and (3) the Fond du Lac Letter Writing Project--and explains how each model addresses the roles of the speakers, and desired behavior of the audiences, strategies to be used, and content/task of messages within each of the three public relations areas (establishment, maintenance, and intervention). The final chapter offers suggestions for the use of the newspaper, radio, television, newsletters, and brochures to develop strong cooperative relations between the community and the school. Appendixes include suggestions for financing, a list of public relations ideas, a questionnaire/survey for students about writing, and supplemental forms and worksheets. (HOD)

ED219851 EA014827

Involving Parents: A Handbook for Participation in Schools.

Lyons, Peggy; And Others

System Development Corp., Santa Monica, Calif. Studies and Evaluation Dept.

Mar 1982 338p.; For related documents, see ED 218 783-789.

Sponsoring Agency: Department of Education, Washington, DC.

Contract No.: 300-78-0437

Report No.: TM-6974-003/01

EDRS Price - MF01/PC14 Plus Postage.

Language: English

Document Type: GENERAL REFERENCE (130); CLASSROOM MATERIAL (050); PROJECT DESCRIPTION (141)

Geographic Source: U.S.; California

Journal Announcement: RIEJAN83

Target Audience: Practitioners

Intended to help school districts or schools trying to encourage the involvement of parents, this handbook presents ideas and suggestions gathered from local projects as well as a self-assessment manual and a guide describing helpful available materials. Part 1 contains recommendations concerning how to initiate and organize parental involvement in several areas. These include home-school relations, school support, parent education, home-based instruction, instruction at school, and advisory groups. The suggestions were gathered through a lengthy study of four federal education programs, but the ideas offered are also considered applicable to districts that do not have federal programs. Part 2 is a self-assessment manual enabling a district to evaluate its present parental involvement activities and to plan improvements where they are needed. Part 3, a resource guide, deals with materials useful in organizing parental involvement; longer resource items such as books are described and information is given about how they might be obtained, while shorter items, such as questionnaires and parent guidelines, are presented in full. (Author/JM)

ED219845 EA014710

PR: Essentially Essential...the MISD Communication Team Training Handbook.

Moore, Edward H.; Banach, William J., Ed.

Macomb County Intermediate School District, Mount Clemens, Mich.

1980 185p.; Reproduced from, "Public Relations: Strategies for Success."

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Available from: Director of Communication Services, Macomb Intermediate School District, 44001 Garfield Road, Mt. Clemens, MI 48044 ($10.00).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S.; Michigan
Journal Announcement: RIEJAN83
Target Audience: Practitioners

The suggestions, discussions, examples, and tips presented in this handbook are intended to help educators improve their public relations (PR) and communications skills. The first of the book's six chapters introduces the need for a written communications policy, good PR, regular communications, and feedback from audiences. The chapter's appendices provide examples of PR policy statements and a form for organizing meeting results. Chapter 2 discusses finding the right audience, inside or outside the school system, and targeting appropriate information to them. Public opinion polling is covered in chapter 3, which explains how to do surveys and offers examples of sampling strategies and questionnaires. Chapter 4 covers working with the mass media and outlines a six-step process for getting out news releases. Publications planning, formats, copy preparation, type faces and sizes, and artwork are examined in chapter 5, while the last chapter gives suggestions for handling PR in crisis situations. Attached to the handbook are 40 "tip sheets" from the National School Public Relations Association presenting PR ideas and projects involving newsletters, teacher PR skills, student handbooks, telephone surveys, annual reports, and many other topics. (RW)

ED186622 CE024682

The Parent: An Agent to Foster Community Collaboration with the Schools.

Liss, Polly
[1980 29p.; Not available in paper copy due to light and broken type.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: PROJECT DESCRIPTION (141); POSITION PAPER (120)
Geographic Source: U.S.; Virginia
Journal Announcement: RIEOCT80

The parent can be the catalyst to "spark" the collaboration necessary to the success of career education from the total community. Parents should become involved because education determines how one's children will live, which in turn determines the quality of life the parent enjoys in the community. To speak effectively, parents should speak collectively after becoming informed about local schools, grades K-12. A supportive group, a "Coalition for Career Education," can be organized through a reputable community organization as a vehicle for collaboration with schools. A parent followed these steps in securing backing for the Arlington County (Virginia) Coalition for Career Education: (1) determined educator attitudes toward a coalition; (2) developed a list of community people to invite to join a coalition; (3) arranged meetings at schools; (4) publicized the first meeting; (5) scheduled speakers advocating career education; (6) solicited volunteers for a steering committee; (7) established guidelines, elected officers, and developed future plans; (8) printed letterhead stationery; (9) provided for educators' membership; (10) surveyed schools; (11) invited speakers to tell of their roles in career education; (12) became familiar with local and state policies; (13) determined available funding; (14) determined national legislation; (15) spoke collectively to promote understanding of career education benefits; (16)

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applied for tax-exempt status; (17) publicized; and (18) encouraged school-community cooperation. (YLB)

ED250351 TM840659
Homework Practices, Achievements, and Behaviors of Elementary School Students.
Epstein, Joyce L.
Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.
1983 27p.
Sponsoring Agency: National Inst. of Education (ED), Washington, DC.
Grant No.: NIE-G-83-0002
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.; Maryland
Journal Announcement: RIEMAR85

Homework is one of the most important practices for establishing a successful academic environment. From the literature and an elementary school teacher survey, seven purposes of homework were identified: practice, participation, personal development, parent-child relations, policy, public relations, and punishment. Using data from elementary school teachers, principals, parents and students from a survey in 16 Maryland school districts (Becker and Epstein, 1982), this paper explores the correlates of homework activities and student behaviors in school. Six homework variables are correlated with reading and math achievements, homework performance, and classroom behavior: homework time, homework quality, student attitudes, teacher practices, parent abilities and resources, and other student and family factors. Results indicate that simple association of homework time and student achievement is not enough to understand when homework is important for effective teaching and learning. It is not clear that increasing homework time improves or maintains the achievement, homework behaviors, or school attitudes of low achievers. (BS)

ED250275 SP025271
Homework. Selected References.
Foyle, Harvey C.; Bailey, Gerald D.
16 Sep 1984 20p.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: BIBLIOGRAPHY (131)
Geographic Source: U.S.; Kansas

(cont. next page)

Journal Announcement: RIEMAR85

This bibliography presents 187 citations on the topic of homework. Material was located in five general areas: (1) books; (2) viewpoint articles; (3) empirical research; (4) experimental research; and (5) various reviews of homework literature. The range of topics covered in the bibliography include such subjects as parental involvement in homework, differing opinions on the value of homework, the relationship between homework and academic achievement, and student, parent, and teacher feelings about homework. (JD)

ED250089 PS014665

The Parent as an Informal Teacher. Unit for Child Studies. Selected Papers Number 21.

Smith, Ian

New South Wales Univ., Kensington (Australia). School of Education.

1982 13p.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: REVIEW LITERATURE (070); SERIAL (022)

Geographic Source: Australia; New South Wales

Journal Announcement: RIEMAR85

This discussion (1) briefly describes several projects that have successfully trained parents to be informal teachers of their children and (2) lists guidelines for effective parenting. Initially, a discussion of parent/child interaction reports evidence of the teaching role of parents. Findings of recent research are also reported regarding the role of the father in the childrearing process. Various approaches to parent education are discussed, including the Playgroup Movement, the University of Florida's home-based Parent Education Program, and three Australian approaches to parent education. Conditions for implementing parent education are discussed. Ways parents can assist teachers in school settings are also delineated. (RH)

ED250075 PS014639

Franklin Elementary School Tutorial Enrichment Program in Elementary Education.

Harris, Alberta Farmer; Owens, LaVerne

Muskogee Independent School District, OK.

1984 62p.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: NON-CLASSROOM MATERIAL (055)

Geographic Source: U.S.; Oklahoma

Journal Announcement: RIEMAR85

Target Audience: Practitioners

The aim of this booklet is to provide guidelines for community involvement in elementary school educational programs. Included are a list of objectives for volunteer programs; a statement of school board policy on volunteers in Muskogee, Oklahoma schools; a teacher request form for volunteer services; an information sheet for volunteers; a list of duties for volunteer classroom and library assistants; suggestions for volunteers; a list of volunteers' rights; and a code of ethics for volunteers. Also provided are a rationale for the Tutorial Enrichment Program in Elementary Education (TPEE), designed for average children in Grades 2 to 4, and enabling three students at a time to meet with the tutor for two

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half-hour sessions per week. A volunteer handbook emphasizes goals and activities for developing positive self-worth; inventing original stories; brainstorming; creative thinking; and encouraging listening, critical thinking, and handwriting abilities (RH)

ED249636 EA017202

Communication: A Tool for School Improvement.

Southwest Educational Development Lab., Austin, Tex.

Nov 1982 66p.; Developed from papers offered at a conference of the same name (Austin, Texas, June 22-24, 1982). Portions of document may not reproduce clearly due to small print.

Sponsoring Agency: National Inst. of Education (ED), Washington, DC.

Contract No.: 400-80-0107

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: CONFERENCE PROCEEDINGS (021); NON-CLASSROOM MATERIAL (055)

Geographic Source: U.S.; Texas

Journal Announcement: RIEMAR85

Target Audience: Practitioners

Participants representing public relations offices in state education agencies and school districts in Arkansas, Louisiana, Mississippi, New Mexico, Oklahoma, and Texas attended a conference held to explore positive approaches to school public relations. There were three objectives set to meet this general purpose: (1) to increase awareness of the School Climate program as one means of accentuating the positive; (2) to provide various approaches and information to enhance external communication for school improvement; and (3) to provide information and strategies to facilitate internal lines of communication for total school improvement. These conference proceedings synthesize the content of the following presentations: "School Climate" (Barbara Case); "Getting Your Message to the Public" and "Surveying Your Community" (Larry Ascough); "Working with the Media" (Rodney Davis); "Involving Total Staff for Good P.R." (Bonnie Ellison); "I Have Met the Enemy and They Is Us" (Barbara Dudlacek); and "Internal Communications" (Mary O'Neill). Copies of handouts distributed by the speakers, the conference agenda, and an evaluation are also included. (MLF)

ED249632 EA017198

Selling School Budgets in Hard Times. Fastback 215.

Goldstein, William

Phi Delta Kappa Educational Foundation, Bloomington, Ind.

1984 38p.

Report No.: ISBN-0-87367-215-1

Available from: Publication Sales, Phi Delta Kappa Educational Foundation, Eighth Street & Union Avenue, Box 789, Bloomington, IN 47402 ($.75).

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: NON-CLASSROOM MATERIAL (055)

Geographic Source: U.S.; Indiana

Journal Announcement: RIEMAR85

Target Audience: Administrators; Practitioners

Financial planning for education is a difficult task as schools struggle for a share of diminishing tax resources. The presentation of school budgets for voter

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approval must be done as effectively as possible. When presenting budgets, administrators should take into account that the public has a low tolerance for detail, budgets are boring, a well informed public is more positive, presentation materials should be attractive and brief, support groups are needed, and the media should be used wisely. The most important component of the process is the presentation of the budget support material. Fifteen suggestions for presenting budget proposals to the public are provided. The printed budget should be attractive, be self-explanatory, answer the public's questions, use graphics and easily understood tables, and use clear uncluttered prose. The author provides an example of a "bird's eye" budget that is easy to read, understandable, and inexpensively produced. A checklist for assessing a school's budget presentation is provided. Selling budgets in difficult times is hard work that takes careful planning and thorough understanding of demographics, social climate, and financial capabilities. (MD)

ED249616 EA017177

Superintendent-Community Relationship in the United States and Alaska.

Chand, Krishan

Aug 1984 26p.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143)

Geographic Source: U.S.; Alaska

Journal Announcement: RIEMAR85

Target Audience: Researchers; Administrators; Practitioners

A national study of superintendents reveals that most superintendents (89.6 percent) consider their relationship with the community to be very important, and most (63.5 percent) spend a great deal of time on that relationship. There is a positive correlation between the importance superintendents assign to their relationship to the community and 24 task variables. A study in Alaska revealed that all (100 percent) superintendents surveyed consider their community relations very important and that most (60.8 percent) spend much time maintaining these relations. In Alaska there is a positive correlation between the importance superintendents assign to their relationship with the community and six task variables. Personal experiential variables (age, race, sex, etc.) appear to have no effect on the importance the superintendents assign to their relationship with the community, or how much time they spend on it, in either the nationwide or the Alaskan study. The paper provides a list of 15 strategies for community relations to be used by superintendents, 12 tables, and a short bibliography. (MD)

ED249569 EA017058

Parent Participation in Decision-Making as Perceived by Parents, Teachers, Principals, and Board Members. A Summary Report.

White, J. Ross

Jun 1983 43p.; Some charts are marginally legible due to small and blurred print.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143)

Geographic Source: Canada; Ontario

Journal Announcement: RIEMAR85

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Target Audience: Researchers

This paper presents the major findings from a survey on parent participation in decision-making that was distributed to school administrators, trustees, and a random selection of teachers and parents at School District #68 in Nanaimo, British Columbia. The study was designed to explore means of facilitating partnership between parents and schools in the current sociological and technological context. Color-coded questionnaire forms were distributed to parents, teachers, administrators, and trustees, with questions relating to (1) general identifying information, (2) school community relations, (3) instructional services, (4) personnel, and (5) "free response." General findings are reported for each group surveyed, and tables are provided that show statistical profiles of respondents in relation to questionnaire items. Twelve of the questions asked were similar to those on a 1979 Gallup poll, so results of that poll throughout Canada and in British Columbia are compared with these survey results. Twelve implications are derived from the study as a whole, suggesting that parental involvement in schools is favorably regarded but requires careful planning and cooperation by all groups involved. (TE)

Copies of Documents

Action Recommendation #2: Create broader and more effective partnerships for improving education in the states and communities of the nation.

—Task Force on Education for Economic Growth, *Action for Excellence*

Winning Public Support for Education

Volume 1, Number 5
April 1983

ED 241 996

A few years ago, a major news magazine kicked off a series of articles on the public schools with a striking cover illustration: a pencil tortured into a knot. A powerful image of things gone wrong, the picture lodged firmly in the minds of many readers—especially those who had no other source of reliable information about public education with which to temper it.

With declining birthrates and increased longevity, a growing percentage of the general population falls into that category. Ten years ago, according to U.S. census data, 44 percent of adults in this country had children in the public schools. By 1980, however, that figure had shrunk to 38 percent—or less than one-third of the total population. By 1990, the Census Bureau predicts, there will actually be more people in this country aged 55 and over than there will be students in our public schools, grades K-12.

Today's two-thirds majority who have no children currently enrolled in public schools can be called, for the sake of simplicity, nonparents, though many have grown children and others have children in private schools. Whatever their age or circumstances, these nonparents, by virtue of numbers alone, have the power to support education initiatives or to block them. They can provide valuable resources to supplement pared-down school budgets, or they can opt not to, on the theory that the public schools do not benefit them directly. On what information do nonparents base these decisions?

In many cases, their own school years, or even the school years of their sons and daughters, are long past. The local school, to them, may be no more than a building to drive past on the way to someplace else—a building where, the talk is, "Things aren't what they used to be."

Lacking a more direct link to the life of the school, nonparents must depend primarily on the media for news and views of today's public education. And as the knotted pencil suggests, media coverage of education too often focuses more on newsy trends or crises than on ongoing issues.

Interested nonparents can, of course, turn to school district publications or to word-of-mouth communication with public school parents, students, and employees—neighbors and friends who have a closer knowledge of what is happening in the classroom. But not all single, childless, or older people are moved to explore these sources—much less to see for themselves as school visitors or volunteers.

But support from the community is crucial if public schools are to prosper—or merely survive. Principals and other educators who recognize that they need the endorsement of the total community—not just parents—see why it is important to apply basic elements of school public relations to this new and growing audience. However, reaching these people takes extra effort.

If parents are generally well informed about their local schools, it is because they are interested in their children's progress. In addition, their children keep them up to date on school programs and events. But without these natural ambassadors to spread the word, the school must try harder to inform nonparents and involve them in school activities.

"See For Yourself"

In 1980 schools in Columbus, Ohio, began a districtwide "See For Yourself" campaign to build greater support for the city's schools among the nonparent community. The brainchild of then-superintendent Joseph Davis, "See For Yourself" brought some 30,000 nonparents into the Columbus schools during the first year alone. The project has since been replicated in other districts.

"People get so much of their information about education from the public media," said Davis. "They often have the impression that the public schools are blackboard jungles. We were convinced that our schools had orderly atmospheres and solid educational programs, and we wanted people to see for themselves."

To inaugurate the program, the district communications staff produced a 15-minute slide presentation on the Columbus schools to show to school visitors and other groups. Suggestions for promoting the program and involving nonparents in school activities were sent to each of the district's 149 schools. Among the ideas:

- Send "picketers" out to shopping centers with signs urging people to "See For Yourself."
- Get area merchants to provide "See for Yourself" coupons that can be exchanged for free or discounted goods and services.
- Start a challenge chain: challenge a well-known local resident to come to school, then ask that person to challenge another to "See for Yourself."
- Contact business and civic organizations and suggest that they tour your school in lieu of one of their monthly meetings.
- Plan an evening meeting around some "how to" topic—preparing tax returns, estate planning, family budgeting, and so forth—and invite nonparents to attend.
- Invite local craftsmen to school to demonstrate and display their crafts throughout the year.

As Davis had hoped, these starter ideas inspired principals and teachers to develop their own "See for Yourself" programs. At Hamilton Avenue Elementary School, for example, principal Benny Banks realized that careful planning and publicizing weren't always enough to ensure a good turnout for a special event. People need an incentive to come to school, and Banks believed the best incentive system is one that works through the children.

"We printed up 'funny money' on the school duplicating machine," said Banks, "and gave students $1,000 for each nonparent and $500 for each parent they brought to a school event." Teachers kept track of how much each student earned, and at the end of the year the money was traded in for such treats as a full-length feature movie.

Aware that some community members couldn't be "dragged to school with a team of mules," Banks arranged an alternative: students could write letters describing the school and deliver them in person. Residents at a nearby nursing home received those letters, as did other hard-to-reach locals. One way or another, each child in school earned money during the program, and in the process attendance at school functions increased dramatically among parents and nonparents alike.

Another Columbus principal, Meredith Johnson, concentrated on local realtors. Johnson invited the area real estate association to Alpine Elementary School for a get-acquainted breakfast meeting. After coffee and doughnuts, she gave a slide show, made brief remarks about the school, then opened the meeting to questions.

"Columbus had just implemented a comprehensive desegregation program," Johnson said, "and many of the realtors were concerned that busing would have a negative effect on housing sales in the neighborhood." Once these concerns were out in the open, Johnson was able to clear up misconceptions and point out positive aspects of the plan—and of the educational program at Alpine.

Bringing Senior Citizens Back to School

A perennial favorite in school PR notebooks is Grandparents' Day—a tried-and-true way to expand involvement beyond the nuclear family. But with the mobility of today's families and increases in age-segregated retirement villages, a community's youngsters and its senior citizens may be virtual strangers to one another.

One principal who has brought these two groups closer together and still maintained the family feeling of Grandparents' Day is George Pawlas, now principal of Mill Creek Elementary School in Columbia, South Carolina. At his previous school in Ohio, Pawlas built Grandparent's Day up from a meager 30 visitors the first year to 250 a few years later.

Pawlas planned the program for the week before or after Mother's Day—a time when out-of-town relatives might visit and the weather would probably be pleasant. Parents supplied grandparents' names and addresses, and the school sent formal invitations. A brief presentation featuring student performers highlighted the day's events.

For the many students whose grandparents could not attend, Pawlas worked with local social service organizations to round up "adopted grandparents"—senior citizens who lived nearby and welcomed a chance to visit the school. He also found "alumni" who still lived in the community and invited them to share their memories of the school. One 80-year-old former student was asked by third-graders to come back and tape his reminiscences. The tapes were added to the school's archives and have been used in subsequent years to spark interest in local history.

Grandparents' Day may not always produce rich contributions to oral history, but once the ice has been broken some of the senior citizens who attend may be interested enough to come back as volunteers. Getting them into the schools is the first step. Some principals have done so by turning an empty classroom into a senior citizen's center, or by setting up a Golden Age Club with free admission to school events, free registration in adult classes, and other benefits for older citizens.

Working with Business and Industry

Another valuable but still largely untapped source of support for public schools is local business and industry. Not only are many business leaders parents or grandparents themselves, they are community leaders who have professional as well as personal interest in the work of the schools.

Business people can involve themselves in the schools in a number of ways:

- Speaking to student groups about careers and job training.
- Freeing up employees to serve as tutors, guest lecturers, or judges for science fairs and other contests.
- Inviting students to company tours or "day on the job" field trips.
- Providing leadership and management training for school personnel.
- Sponsoring student clubs and special projects, such as plays.
- Providing technical assistance with school publications.
- Providing resource materials, such as publications or audiovisuals.

In many areas, one-to-one pairings of schools and businesses are being set up to enrich the educational experiences offered to students. Under such names as "Adopt-a-School" or "Partnerships in Education," these programs recognize the school's importance in the larger life of the community. Among the common activities of such programs are loans or donations of equipment, career counseling, financial support, classroom speakers, and assistance with curriculum planning.

According to George Pawlas, business and industry help and support should be a two-way proposition. Located in a rapidly industrializing Sun Belt state, Pawlas's current school hopes to be the beneficiary of corporate involvement in education. To make the initial contact, Pawlas plans to visit the personnel officers of a large company now relocating in his area. He will provide information about local schools that can be passed on to employees new to the region and offer to help families get acquainted with the school system.

More Ideas That Work

Some communications activities that schools already engage in can, with a little rethinking, be targeted to nonparents as well as parents. The school newsletter is a prime example. Copies can be sent to local civic groups, religious organizations, and businesses; to reporters, members of the board of education and organizations that supply school volunteers; and, if budget permits, to every household in the attendance area. (To keep press runs and mailing costs down, ask parents to pass the newsletter along to nonparent neighbors when they have finished with it. The exchange can spark comments and questions and give parents a chance to champion their schools.)

If nonparents read your newsletter, be sure to include information that will interest them as well, such as community announcements or calls to participate in paper drives or other school benefits.

Another ready-made opportunity for school-community partnerships is voting day. If your school is used as a polling place, take advantage of this once-a-year chance to reach nonparents with displays highlighting student work and school programs. Some Columbus, Ohio, principals made election day part of the "See for Yourself" program running guided tours of the building and inviting local health agencies to provide free services such as blood pressure and glaucoma tests.

If it is difficult to get the public to come to you, take your school program to the public through student-produced radio and TV spots or through displays, demonstrations, and performances at the local shopping mall. A memorable example of this approach was the "Art in the Open" program of the Richmond, Virginia, public schools during National Youth Art Month in March 1982.

The inspiration of an elementary art teacher, "Art in the Open" linked student artists and corporate sponsors and featured student-designed billboards throughout the city. Each billboard delivered a visual and verbal message about a particular program or school, from "Knowledge is mushrooming at Carver Elementary," to "We're making magic at Maymont School." A related project, "Art Buses," involved mounting student artwork in advertising panels of 25 Richmond buses.

Art education was the primary focus of both projects, but the eye-catching displays, and the media coverage they attracted, resulted in public interest and pride in the entire educational program. And that, of course, is the primary goal of taking the school's message to the public at large. A community that feels good about its schools is a community that will support them.

Effective School PR and How to Get It

Volume 1, Number 3
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ED 241 994

Public schools depend on public commitment to education. Winning that commitment is the responsibility of every educator, but it is the principal who must take the lead in building public support for the school's total educational program.

There is little question that the public's attitudes toward public education are forged right at the local school level. People's beliefs about schooling are based primarily on their own experiences as students, what they know about local schools, and, if they are parents, their children's experiences in those schools.

Similarly, there is little question that the principal is the school's key communicator, the link between the school family and the larger community. Finding themselves "in the middle" is certainly no new experience for principals; what may be new is recognizing the positive potential of that position.

Most principals put school public relations high on their list of priorities, but few feel they can take time from their other duties to mount a comprehensive building-level PR effort, and fewer still are trained in PR or communications. "If the schools are doing a good job," many principals believe, "the parents will know it. And that's what counts."

But it's not as simple as that. True, the parents of public school students *do* tend to have a pretty good idea of what kind of job their local school is doing. But a declining birth rate and a maturing population mean that fewer and fewer adults in a given community will have children attending the community's schools. According to the National School Public Relations Association (NSPRA), almost three-quarters of today's adults have no children in the public schools.

Thus, winning the commitment of the entire community requires more than depending on support from parents of public-school students. It requires a commitment to better communications, backed up with an organized communications plan.

The chances are that many elements of such a plan are already in place in your school. But are you getting the right message to the right people at the right time? Here are some ways you can assess your school's public relations needs, coordinate the various elements of communication, and evaluate your communications effort—without adding significant costs in time, money, or personnel.

Taking Your School's PR Pulse

Effective public relations doesn't just happen. It takes careful planning, and an important part of that planning involves assessing the scope and purpose of your communications program.

Most principals find that planning for building-level public relations is more effective with the help of others who will be involved in the program.

One approach is to form a school communications committee that includes at least one teacher, one support staff member, one parent, and, if possible, a representative from the local community who is not a parent.

A first step for the committee is to "brainstorm" a list of existing communications activities. The school newsletter is obviously one, as is the annual back-to-school night or open house. Parent-teacher conferences, written reports to parents, advisory committees, and news releases or announcements all belong on the list. You may be pleasantly surprised to realize how many things you are already doing to communicate with your school's various publics.

The next step is to identify those publics. For convenience, you might list them in terms of two broad categories:

- *Internal publics*, or teaching staff, support staff, students, student teachers and substitutes, and other district personnel.
- *External publics*, or parents, nonparents, community and business leaders, and senior citizens, to name a few.

According to Duane Bachman, co-author of NSPRA's *PR Programs for Small, Suburban and Large Districts*, it is important not to set up categories that are so broad as to be meaningless. "An external public labeled 'parents' may look sufficient," writes Bachman, "but unless that term is divided further to include 'parents of public school children,' 'parents of nonpublic students,' 'parents of preschool children,' and 'parents of students who have graduated,' it may be nearly impossible to focus on the specific needs of each group."

One way to focus on the information needs of each of the publics you have identified is to draw up what Bachman calls a *communications grid*. Very simply, a communications grid is a chart that lists the school's internal and external publics along one axis and its current communications activities along the other. By checking which activity reaches which public, you can get a good fix on the publics you are not currently reaching.

Planning Your Program

As important as it is to know who your publics are and what you are doing to reach them, it is equally important to find out what they already know about the school and what they want—and need—to know. Nonparents in particular may have some misconceptions about public education that could be dispelled by getting to know what goes on in their local schools. Even parents of students in your school may be familiar only with those programs and activities that involve their own children.

Brief questionnaires distributed at school programs or delivered with the school newsletter give parents a chance to rate the school—on everything from the cafeteria to the curriculum to the bus schedules. They also give you a chance to ask parents what programs and services they want to know more about.

To reach other external publics, some schools have canvassed their attendance area, asking residents if they know where the school is located, whom they know at the school, and what they know about the educational program.

Another way to find out what your community thinks about your school is to form a network of *key communicators*—local opinion leaders who can serve as channels for dialogue about school affairs. Key communicators can be barbers, beauticians, police officers, merchants, clergy—anyone who regularly talks to large numbers of people.

Meet regularly, but briefly, with your key communicators to keep them up to date on school activities and send them a steady flow of information. Ask them, in turn, to let you know what they hear people saying—good or bad—about the school and its doings.

Once you have gathered information about all your publics and what they know or want to know about the school, you will be ready to get down to specifics of who will do what and when. In addition to such ongoing communications activities as the school newsletter, a realistic goal is to carry out one major PR activity each month during the school year. The communications program you develop this year can be built on and revised next year, depending on your changing PR goals and priorities as well as evaluations of the effectiveness of previous communications efforts.

PR Ideas That Work

You don't have to re:nvent the wheel to have an effective school PR program, and you don't have to be a Las Vegas entertainer or a media wizard to get people's attention. But do remember these few basic guidelines:

1. *Begin with quality instruction.* All the PR in the world will not compensate for a low-quality educational program.
2. *Involve your entire staff*—cook and custodian as well as teachers. Involve them in decision making and let them know that you appreciate their contributions.
3. *Remember to listen as well as talk.* Be attuned to what both your internal and your external publics are saying and thinking about the school.
4. *Realize that a good school climate is just as vital to communications as it is to school effectiveness.* In a school with a warm, caring atmosphere, information will travel to you easily.
5. *Pay attention to first impressions — your own and your school's.* Make sure visitors are treated like VIPs, not intruders. Be welcoming and receptive no matter how rushed you are. Keep the school building and grounds well maintained, and brighten the institutional atmosphere with student art displays.

These five basics are automatic to most successful principals—and they are essential underpinnings of any sustained public relations program. Without the basics, splashy special events will have little or no lasting effect on how your publics perceive you and your school. But with them, even those little extra touches will carry more weight. Here are some "extra touches" gathered from PR-conscious principals:

- *Listening cards.* The Piqua City, Ohio, schools distribute three kinds of feedback cards: "I Heard a Rumor About the Piqua Schools," "I Have an Idea to Improve the Piqua Schools," "I Have a Question about the Piqua Schools." The cards, preaddressed and with space for the respondent's name if desired, are placed in the public library, banks, and other places. Listening Cards show that the schools are interested in hearing from their clients.
- *Neighborhood walk.* Along with a few staff members and parent leaders, walk through the school neighborhood on a holiday or in the early evening. Visit with residents, merchants, and others you meet, and invite them to visit the school. If some of the students in your school are bused in from other neighborhoods, this is a good way to make residents there feel like part of the school community.
- *Informa-Phone.* By installing a message unit and some extra phone lines, the Worrall School in Broomall, Pennsylvania, opened up a 24-hour communications link with the public. Recorded messages announce schedules and special events, highlight student achievements, and, on snow days or in case of emergency, announce procedures for the day.
- *Welcoming new students.* When a new family moves into your area, send a welcoming note, and follow up with a home visit after the children have been in school for a few days. If the family has missed your yearly open house, they will appreciate this chance to ask questions about school programs and procedures.
- *Phone home.* Ask teachers to make at least one phone call a week reporting something good a student has done. Or make the calls yourself. One principal carries a cordless telephone with him when he visits classrooms. When he sees something noteworthy, he pulls out his phone and has the student put in a call to his or her parents then and there.
- *Harnessing "gray power."* Involving senior citizens takes more than hosting an annual "Grandparents' Day." Many schools invite retirees in as volunteers or guest lecturers or as paid office or classroom aides. The school will benefit from their experience and expertise—and gain a new corps of good-will ambassadors.
- *Evening coffee.* Informal meetings with groups of parents in one parent's house are an ideal way to communicate with this particular public. One principal who holds such meetings regularly follows up with thank-you notes and a brief evaluation form to gauge the effectiveness of each meeting and uncover any areas of lingering concern.
- *Business partners.* Local businesses can be the source of much more than financial support. The revenues from ads in school publications are welcome, of course, but so is the special expertise business representatives can contribute to career awareness and staff development programs. You can reciprocate by arranging exhibits of student art in local places of business, particularly at holiday time.
- *Vandal alert.* Enlist the aid of nearby residents in a campaign against vandalism. The David Douglas School in Portland, Oregon, made up stickers with emergency numbers printed on them and asked each principal to distribute the stickers to all houses within view of the school, along with a letter asking residents to report any suspicious activity. Some of the district's schools organized students in a war against litter. The two activities resulted in a heightened sense of ownership—and pride—in the school.
- *Pat on the back.* Often, parents hear from the principal only when something is wrong. Accentuate the positive by sending "happy-grams" or other quick congratulatory notes whenever a student deserves special recognition. Post snapshots of the students on the school's "Hall of Fame" bulletin board, and then send the pictures home for the family scrapbook. And don't limit your pats on the back to students: staff members and volunteers will also appreciate your thanks.

Evaluating Your PR Program

You can usually tell if your communications efforts have borne fruit. Parents will call to thank you for the "happy-grams" their children brought home. Community leaders will ask to be included in advisory committees or school-business projects.

This kind of feedback indicates how the community is receiving your communications efforts, but is by no means scientific. If your program has been successful, you will want to know more precisely what made it work and what, if anything, may have gone wrong.

Simple surveys conducted by phone, by mail, or in person can pinpoint both particularly successful elements of your communications plan and those elements that are not working as well as you had hoped.

A PR diary or log is also valuable. Keeping a record of goals, plans, timetables, staff assignments, and responses or reactions to particular activities will be invaluable when it comes time to plan for next year.

Feedback—both informal and formal—and a record of your activities are essential to an ongoing PR program. The log will help ensure continuity, and the evaluation results will guide you in revising the specifics of your program.

Need More Help?

A good place to go for help in building a school-based PR program is the National School Public Relations Association, whose publications formed the basis for this report. For information about NSPRA publications, contact: NSPRA, 1801 N. Moore Street, Arlington, VA 22209.

Listing of Suggested Materials

While visiting what appeared to me to be very effective schools, I became increasingly aware that a classroom is an organism within another organism, called a school, which, in turn, is affected by the community, the organism which nourishes it.

—Wayne Reilly, NEWS Education Writer for *Bangor (ME) Daily News* in "Column One Commentary," December 12, 1979

Suggested Resources on Parent and Community Participation

Resources in this listing may be purchased from various distributors if unavailable through library loan. Contact the supplier directly to obtain the most current price and availability of the item. The Illinois State Board of Education makes no recommendation of these materials, and no promotional endorsement should be inferred. Each entry lists the known specifications about the resource: source, title, author, publication date, type of material (program, print, audiovisual or software), length, and a short description.

Source: American Guidance Service
Publishers' Building
Circle Pines, Minnesota 55014
800/328-2560

This service deals with instructional materials and tests, but it moves beyond those parameters. For example, six pages of its 1983 release are devoted to "Adult Education and Parenting," with references to STEP (Systematic Training for Effective Parenting), a program designed for parents and their children during the periods of early and late adolescence.

Source: Association for Supervision and Curriculum Development (ASCD)
225 North Washington Street
Alexandria, Virginia 22314
703/549-9110

Resources

Partners: Parents and Schools Ronald S. Brandt, editor. Approaching the topic from various perspectives, the authors agree that participation by parents is helpful to meet the needs of children and renew the public's faith in education. (1979, book, 96 pp.)

What Does Research Say about the Effects of Parental Involvement? Ira Gordon presents the findings of his research on parent involvement and how it affects the accomplishments of students. He describes three models of parent education and reports on the effectiveness of each type. (1978, audiocassette, 64 minutes)

Source: Education Week
P.O. Box 1939
Marion, Ohio 43305

Resource

Education Week labels itself as "American Education's Newspaper of Record." Forty-two issues are published each year, with reduced mailings during summer months. The October 10, 1984 issue, for example, contained reports titled "Schools Wooing Public with Media Campaigns" and "Study Cites Value of Compact to Boston's Schools," a reference to that city's project linking public schools to the business sector.

Source: Guidance Associates
Communications Park
Box 3000
Mount Kisco, New York 10549
800/431-1242

Guidance Associates distributes materials under its own name and under the heading of Interpretive Education. Items described in their catalogs cover various educational issues and multimedia products, including computer software. Parent education and training is emphasized; community participation is not.

Source: *High School Futures Planning Network*
Glenbard Township High School District #87
800 West Roosevelt Road, Building E, Suite 100
Glen Ellyn, Illinois 60137
312/469-9100
Contact Person: Assistant Superintendent for Instruction

The national network (ASCD) embraces only one of this suburban district's four high schools, Glenbard South. However, the entire district has been engaged in a series of school/community transactions in recent years.

Source: I/D/E/A/
259 Regency Ridge
Dayton, Ohio 45459
513/434-6969

Although chiefly identified with the inservice education of principals, this organization produces a large variety of audio- and video-cassettes which cover several issues related to development of public schools, with the concept of "planning" serving as a central theme.

Source: Illinois Association of School Boards
News Service
1209 South Fifth Street
Springfield, Illinois 62703
217/528-9688

This organization is currently offering a series of brief articles, "communication tips," and special-topic brochures on the general theme of parent involvement. Local board members are the target audience, and they are advised to also emphasize school services to other district residents and institutions.

Source: Institute for Responsive Education
704 Commonwealth Avenue
Boston, Massachusettes 02215
617/353-3309

Resources

Community Perspectives on the Role of the School in the Community. Miriam Clasby. This document consists of a series of interviews, along with accompanying analyses of them, of fifteen citizens experienced in school/community relations. Five different sites throughout the nation were involved. These locales represented a diverse array of size and populations. The basic emphasis is on community participation as a means of making public schools more responsive to the needs of poor and disadvantaged residents. Copies of the report can be obtained from the Institute which also houses the National Clearinghouse on Citizen Participation in the Schools.

The Home-School Connection: Selected Partnership Programs in Large Cities. Carter H. Collins, Oliver C. Moles, Mary Cross. Seven projects from all regions of the country and 28 "program profiles" also reflecting a national picture are presented. The writers stress that "much less activity is occurring at the upper elementary and secondary school levels (page 2)," a situation they view as closely tied to the differences between age levels of students and the nature of the process of involvement. A section on needed research includes at least three intriguing issues: 1) the needs and interests of parents who feel that their children's education should be left entirely to the schools, 2) competing demands on parents' time, 3) neighborhood resources for home-school collaboration. (1982)

Publications, Resources and Services. The Institute for Responsive Education and the National Commission on Resources for Youth. As the title indicates, this combined organization provides information, field services (technical assistance) on a contractual basis, and other resources for citizen participation and parents as educators.

Source: National Committee for Citizens in Education (NCCE)
410 Wilde Lake Village Green
Columbia, Maryland 21044
301/997-9300

Resources

A Citizen's Notebook for Effective Schools. Compiled by Ross Zerchykov. This looseleaf notebook has dozens of fact sheets on effective schools research, including human resources in the field and sample projects around the country. (1984, book, 501 pp.)

Coping with Kids and School. Linda Albert. Communication is the key in dealing with schools. This book presents skills to handle even the most difficult academic or behavior problem of a child in school. Step-by-step procedures make a difficult process easier. (1984, book, 190 pp.)

Developing Leadership for Parent/Citizen Groups. What is "leadership"? How can persons develop it in themselves and in others? How can a leader take the initiative? When do leaders assert themselves and when do they compromise? These and many other important questions about leadership development are addressed using school-oriented problems as examples. (1976, book, 59 pp.)

Effective Schools: How to Evaluate Them; How to Get Them. What makes a school effective and how can we bring urban schools up to these standards? A group of researchers, school practitioners and parent leaders give their views and agree on guidelines for effective schools. (1980, summary of proceedings, 45 pp.)

Finding Out How People Feel about Local Schools. Taking a survey or opinion poll in the community can be an important first step to any school improvement plan. This handbook demystifies the process for citizens. Step-by-step instructions describe how and when polling can prove most productive. School plans are more likely to succeed when efforts stem from a known base of support, and decision makers are more likely to be favorable to proposals that are backed up by community opinion data. (1984, book, 66 pp.)

Fund-Raising by Parent/Citizen Groups. This step-by-step guide to fund-raising activities takes parents and citizens through the basics from proposals to the development of a fund-raising plan including suggestions on how to form a tax-exempt organization, tips on reporting back to donors and identifying sources of support. (1977, book, 52 pp.)

The Home-School Connection: Selected Partnership Programs in Large Cities. Carter H. Collins, Oliver Moles, Mary Cross. Descriptions of 28 parent-participation programs in 24 big city school systems show how other schools are effectively involving parents as tutors, monitors of homework and attendance, and guides for children in use of community resources and home-centered learning activities. (1982, book, 158 pp.)

How to Fix What's Wrong with Our Schools: A Toolkit for Concerned Parents. Bertha Davis and Dorothy Arnof. Parents can lead local school reform efforts. This book tells how to evaluate and improve the curriculum, attract and reward good teachers, remove incompetent ones and make teachers better and more effective in teaching *every* child. (1983, book, 180 pp.)

How to Help Your Children Achieve in School. Weinstein, Wittrock, Underwood and Schulte. This concise guide for parents offers concrete suggestions for helping their children study effectively. Tips on paying attention, learning and remembering, studying and taking notes, and improving performance on tests are included. Students learn that their own efforts (not factors outside their control) are the key to achievement. (1983, book, 23 pp.)

Learning Begins at Home: How Parents Can Help. M. Donald Thomas. Parents can stimulate learning in their children from early years. The experiences and the communication of parent and child may determine the child's motivation to learn and grow into an independent adult. (1978, book, 102 pp.)

Parent Participation — Student Achievement: The Evidence Grows. An Annotated Bibliography. The evidence is mounting. When parents participate in school affairs, the achievement levels of students rise. This book contains up-to-date research on the positive effects of parent participation. (1981, book, 70 pp.)

Parent Rights Card. This wallet-sized card lists 24 rights parents have in the education of their children under federal or state laws, regulations, and court decisions.

Parent to Parent: Working Together for Ourselves and Our Children. Peggy Pizzo. When mothers and fathers pool their resources, they find fresh and effective ways of tackling such difficult problems as inadequate schools, drug use, drunk driving, child abuse, and the need for special education. Powerful personal narratives and a valuable directory of local, state and national groups are included. (1983, book, 231 pp.)

Parents Can Understand Testing. Test results may indicate that a child did poorly on a recent English or math test, that his or her IQ is low, that the child is performing above or below grade level. This book helps in understanding what those results *really* mean and how they may affect the child. (1980, book, 92 pp.)

The Parents' Network. Membership is open to an organized parent/citizen group dedicated to making public schools better. Handbooks, checklists, newsletter, toll-free hotline, and contacts with other parent groups in the network are some of the membership benefits.

Parents Organizing to Improve Schools. This step-by-step guide shows how to organize and run parent groups in schools that can act effectively to upgrade the quality of education and get parents into the educational scene. (1984, book, 52 pp.)

The Rights of Parents in the Education of Their Children. This book tells parents in plain terms what rights exist under law for them and their children. The book's goal is to help parents resolve educational conflicts without going to lawyers or resorting to lawsuits. (1977, book, 162 pp.)

What Did You Learn in School Today? Bruce Baron, Christine Baron, Bonnie MacDonald. This parent guide gives advice on child development and school readiness in the early years, enables parents to follow and assess a child's verbal and math skills during school years; and answers such questions as: How do I prepare my child for kindergarten? Do I know if my child is reading as well as he/she should? What do I ask at a parent-teacher conference? How do I help my teenager schedule his/her time? How can my child's learning difficulties go undetected? (1983, book, 282 pp.)

You Can Improve Your Child's School: Practical Answers to Questions Parents Ask Most about Their Public Schools. J. William Rioux and staff. This book contains answers to more than 200 questions like these: What kind of information is in my child's permanent school report? May a teacher or principal hit my child? Can I have a say about what textbooks are used? Must I accept the school board's decision to bus my child? How can I actually do something to improve the quality of my child's education? (1980, book, 429 pp.)

Your School: How Well Is It Working? A Citizens' Guide to School Evaluation. Is your school terrific, mediocre, limping along? Are the children getting quality and skills that will serve them well later in life? Citizens can measure the effectiveness of their schools by carefully and systematically collecting information, analyzing facts and drawing conclusions. This handbook helps citizens use evaluation methods to measure the quality of local schools. (1982, book, 76 pp.)

Source: The National PTA
700 North Rush Street
Chicago, Illinois 60611-2571
312/787-0977

Resources

PTA Today. Seven issues a year provide a variety of topics and local, state, and national PTA activities.

A *brochure* listing publications on such topics as membership promotion, leadership, legislation, television, alcohol education, and general education is available. Many materials are free, with a minimal charge for postage and handling.

Source: National School Volunteer Program, Inc.
701 North Fairfax Street
Suite 320
Alexandria, Virginia 22314
703/836-4880

Resource

Creating and Managing a Corporate-School Volunteer Program. This document is a comprehensive guide to school/business partnerships.

Source: PMF Films, Inc. (Parents Magazine Films, Inc.)
52 Vanderbilt Avenue
New York, New York 10017

This organization is linked to a number of other resources that produce films, filmstrips, and cassettes devoted to a wide range of topics. A listing of the interlocked agencies and organizations is suggestive of the areas covered: Guidance Associates, Pathscope Educational Media, The Center for Humanities, Xerox Films/Weekly Reader Filmstrip, Science and Mankind, Interpretive Education, Parents Magazine Filmstrips.

Source: Texas Instruments, Inc.
P.O. Box 3640, M.S. 54
Dallas, Texas 75285

Most of the computer software available for parents is concerned with early education of the gifted. It is designed for use with the TI 99/4A Home Computer *only*. Other software is available which is chiefly devoted to early education and development.

Source: The following books may be available at a local library, through interlibrary loan, at a bookstore, or directly from the publisher.

Resources

Home/School/Community Interactions: What We Know and Why We Don't Know More. Cynthia Wallat and Richard Goldman. Columbus, Ohio: Charles E. Merrill Publishing Company, 1979. This publication, according to its authors, was intended as a guide or reference manual for parents, educators, and students. Its primary emphasis, however, is concerned with parents and parent involvement in schools. A large, useful variety of pictorial, graphic, and bibliographical tools are found in the book.

Parents as Partners in Education: The School and Home Working Together. Eugenia Hepworth Berger. St. Louis, Missouri: C. V. Mosby Company, 1981. The major premise of this book is that parental involvement is essential for optimum development of children. Two chapters in particular should be valuable for schools and districts using the Illinois Quality Schools Index: Chapter 4 on "Effective Home-School Relationships" (pages 91-127), and Chapter 11 on "Resources for Home and School Programs" (pages 376-399). The latter covers a host of print and non-print sources.

Promoting Innovation and Change in Organizations and Communities: A Planning Manual. Jack Rothman, John Erlich, Joseph Teresa. New York: John Wiley and Sons, Inc., 1976. The manual is an excellent, comprehensive resource packed with a large number of both tactical and strategic guidelines, tools, and suggestions. Chapter 4, pages 96-126, on "Participation" is particularly useful.

Suggestions for Further Study

Schools can rise no higher than the communities that support them.

—Ernest L. Boyer, *High School: A Report on Secondary Education in America*

Updating This Publication

Section I of this publication contains computer searches of the Educational Resources Information Center (ERIC) database through February 1985. However, the ERIC database is updated monthly with nearly 1,200 new document entries and articles from over 780 major educational journals. Therefore, new information is continually available.

Several information centers in Illinois can provide periodic updates to these searches (monthly, quarterly, or annually, as needed). By contacting these agencies, school district personnel can learn the user policy and prices for ERIC searches. A list of these computer search services appears on page 82.

To facilitate the updating of this publication, a possible search strategy on parent and community participation is outlined below. The reference librarian or user services coordinator can use these terms to retrieve additional resources on parent and community participation.

Parent and Community Participation

Concept A

parent school relationship
school community relationship
related terms:
- parent/student relationship
- parent/teacher relationship
- parent participation

Concept B

school(w)effectiveness/ti, de, ab, id
effective(w)school?/ti, ab, id
quality(1w)school?/ti, ab, id

Concept C

UD = 8503:UD = 9999

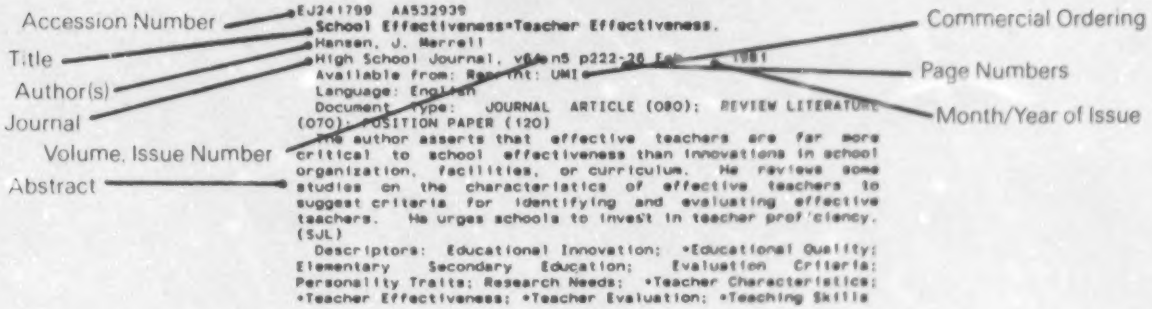
Note to computer searcher:

These search strategies are for the DIALOG information system and need modification for other systems. Limiting to major descriptor emphasis or deleting a term will reduce the number of postings. Omitting Concept B or adding related descriptors to Concept A will increase the number of resources, if necessary. Use of the question mark (?) after a word will retrieve various endings (e.g., school, schools, schooling).

How to Read Citations Listed in the Printout

ERIC (Educational Resources Information Center) contains references to journal articles (EJ) and documents (ED) of interest to the educational community.

Sample Record (EJ)


Accession Number
Title
Author(s)
Journal
Volume, Issue Number
Abstract
Commercial Ordering
Page Numbers
Month/Year of Issue
EJ241799 AA532939
School Effectiveness*Teacher Effectiveness.
Hansen, J. Merrell
High School Journal, v64n5 p222-26 Feb-Mar 1981
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070); POSITION PAPER (120)
The author asserts that effective teachers are far more critical to school effectiveness than innovations in school organization, facilities, or curriculum. He reviews some studies on the characteristics of effective teachers to suggest criteria for identifying and evaluating effective teachers. He urges schools to invest in teacher proficiency. (SJL)
Descriptors: Educational Innovation; *Educational Quality; Elementary Secondary Education; Evaluation Criteria; Personality Traits; Research Needs; *Teacher Characteristics; *Teacher Effectiveness; *Teacher Evaluation; *Teaching Skills

Sample Record (ED)

Accession Number
Title
Author(s)
Date Published
Number of Pages
Source
Cost (if ordered from EDRS)
Abstract
ED217565 EA014700
Focus on These 4 Factors to Affect What Students Learn.
Wolfe, Leslie G.
National School Boards Association, Washington, DC. Educational Policies Service.
Updating School Board Policies, v13 n6 Jun 1982
Jun 1982 6p.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055); SERIAL (022)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIENOV82
School boards can improve their schools if they focus on four factors that educational research says most strongly influence school effectiveness. The four factors are (1) the time students spend on the subject matter each day, (2) textbooks, (3) teachers and their teaching methods, and (4) principals' support to help teachers achieve instructional objectives. For each factor, board policies can help improve effectiveness. Concerning the factor of time, for instance, board policies should allot specific amounts of time to basic skills instruction, require daily lesson plans, and discourage classroom interruptions and time not spent on instruction. A board should require textbooks to match its policies on educational philosophy and teaching methods and should make sure textbooks are readable and appropriate to the grade level. For teachers, boards should set specific hiring standards and instructional strategies and should prescribe regular formal evaluations and additional inservice training where improvement is needed. Finally, boards should specify principals' tasks and encourage them to concentrate on teacher evaluation and classroom supervision. (Author/RW)
Descriptors: Administrator Role; *Board of Education Policy; Board of Education Role; Elementary Secondary Education; *Principals; School Effectiveness; *Teacher Effectiveness; Teacher Evaluation; Teacher Selection; *Textbooks; Textbook Selection; Time Factors (Learning); *Time on Task

ERIC journals and documents are available commercially. Ordering information appears on page 79.

79 BEST COPY AVAILABLE

How To Obtain ERIC Resources

The computer search printouts of the ERIC (Educational Resources Information Center) database in Section I of this publication contain references to educational journal (EJ) articles and educational documents (ED). Reproductions of these materials are available from several sources.

Educational Journals (EJ)

Because of copyright restrictions on the original journals, obtaining copies of the journal articles can be difficult. The first step is the local school or public library which may carry subscriptions to the more familiar journals. If not available there, the librarian may suggest inter-library loan of the materials and explain the policy, procedures, and prices (if any) involved in that process.

Another alternative is to purchase copies of the articles from University Microfilms International (UMI). Articles available from this vendor are indicated by the presence of "Reprint: UMI" in the journal citation of the search printout. The latest price information is available from:

UMI Article Clearinghouse
300 North Zeeb Road
Ann Arbor, Michigan 48106
800/732-0616

Article copies are mailed within 48 hours of receipt of the order. Including EJ number, author, title of article, name of journal, volume, issue number, and date for each article makes processing of orders faster.

Educational Documents (ED)

Complete collections of ERIC documents on microfiche are available at numerous resource facilities nationwide. The Illinois locations, listed on page 85 of this publication, may furnish these materials to Illinois educators for free or a minimal charge.

As with the journals, the documents are available from a commercial vendor, the ERIC Document Reproduction Service (EDRS), in either microfiche (MF) or paper copy (PC). The price per document is based on the number of pages and is subject to change. Current price information for documents and microfiche is to be found on the next page. The address for ordering ERIC documents is:

ERIC Document Reproduction Service (EDRS)
P.O. Box 190
Arlington, Virginia 22210
703/841-1212

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Revised June 1983

Resource Agencies

Finally, school improvement is dependent on public commitment. How we as a nation regard our schools has a powerful impact on what occurs in them....Citizens, local school boards, state agencies and legislatures, and the federal government must work together to help bring excellence to our public schools.

—Ernest L. Boyer, *High School: A Report on Secondary Education in America*

Computer Search Services — Illinois

The Program Planning and Development Section contacted the following agencies about the availability of search services to Illinois schools. Search services may be available at other sites as well, but only those agencies which provided information are included in this list. School personnel will need to make requests directly to these agencies and comply with individual user policies. The list is arranged alphabetically by city of location.

Argonne National Laboratory
9700 South Cass Avenue
Argonne, Illinois 60439
312/972-4225

Cost of Service: Connect time cost plus offline print costs (if any) plus $20 administrative fee.

Turnaround Time: Not known.

Shawnee Library System
Greenbriar Road
Carterville, Illinois 62918
618/985-3711

Cost of Service: Full cost recovery, except for librarians' time, use of machines and paper. STI patrons (people using public libraries for information concerning their work) will be subsidized through June 30, 1985.

Turnaround Time: One week; less if "Rush" is requested.

Eastern Illinois University
Library, Information Systems Department
Charleston, Illinois 61920
217/581-6094

Cost of Service: ERIC database — $20.00; no charge to Eastern Illinois University community.

Turnaround Time: One day plus mailing time.

Chicago Public Library
Computer Assisted Reference Center
425 North Michigan Avenue
Chicago, Illinois 60611
312/269-2915

Cost of Service: First five minutes of online search time — $3.00; after that, a charge of $2.00 per minute online time, plus actual cost of citation charges.

Turnaround Time: Online — immediate; offline printout — three to five days.

The John Crerar Library of the University of Chicago
5730 South Ellis Avenue
Chicago, Illinois 60637
312/962-8337

Cost of Service: Administrative fee of $50 plus connect time and print charges.

Turnaround Time: Not known.

Loyola University of Chicago
Julia D. Lewis Library
820 North Michigan Avenue
Chicago, Illinois 60611
312/670-2875

Cost of Service: Inquire for charges.

Turnaround Time: Online — immediate; offline printout — five days.

Northwestern University Medical Library
320 East Superior
Chicago, Illinois 60611
312/649-8109

Cost of Service: Administative fee of $30 plus all direct search costs.

Turnaround Time: Not known.

University of Illinois at Chicago
Library of the Health Sciences
Information Services
1750 West Polk
Chicago, Illinois 60612
312/996-8993

Cost of Service: ERIC database — $9 for 10 minutes, plus $.15 per offline page printed; $15 surcharge for non-university users.

Turnaround Time: Online — one day; offline printout — seven days.

McHenry County College
Learning Resources Center
Route 14 at Lucas Road
Crystal Lake, Illinois 60014
815/455-3700

Cost of Service: Cost of search plus $3.00 service charge.

Turnaround Time: Two to four days.

Northern Illinois University
Founders Memorial Library
DeKalb, Illinois 60115
815/753-1995

Cost of Service: Dependent on computer time and length of printout. Approximately $.40/minute plus $.10/citation.

Turnaround Time: Five days.

Southern Illinois University
Lovejoy Library
Box 63
Edwardsville, Illinois 62026
618/692-2906

Cost of Service: University community — charge only for actual cost of offline printouts; others — full cost.

Turnaround Time: Seven days.

National College of Education
College Library Center
2840 Sheridan Road
Evanston, Illinois 60201
312/256-5150, Ext. 275
Reference Hotline: 312/256-1057

Cost of Service: College community — actual cost of search; Illinois educators — cost plus $10; Other — cost plus $20.

Turnaround Time: Online — one day.

Northwestern University Library
Computer Assisted Information Service (NULCAIS)
1935 Sheridan Road
Evanston, Illinois 60201
312/492-7656

Cost of Service: Cost recovery plus $30/hour for non-Northwestern users.

Turnaround Time: Three to four days.

Highland Community College
Library
2998 West Pearl City Road
Freeport, Illinois 61032
815/235-6121

Cost of Service: Cost of search.

Turnaround Time: Ten minutes.

Western Illinois Library System
1518 South Henderson
Galesburg, Illinois 61401
309/734-8524

Cost of Service: On a case by case basis.

Turnaround Time: Varied.

DuPage Library System
P.O. Box 268
127 South First Street
Geneva, Illinois 60134
312/232-8457

Cost of Service: $10 per database searched plus costs for over 20 citations or for per-record vendor charges.

Turnaround Time: Usually 24 hours.

Western Illinois University
Library
Macomb, Illinois 61455
309/298-2411

Cost of Service: Determined at time of negotiation with user.

Turnaround Time: Four days.

Illinois State University
Milner Library
Normal, Illinois 61761
309/438-3441

Cost of Service: Subsidy for on-campus users; others are charged the actual cost.

Turnaround Time: Online output (weekdays) — hours; offline printout — days.

Suburban Library System
9444 South Cook Avenue
Oak Lawn, Illinois 60453
312/423-0843

Cost of Service: $10 per database searched.

Turnaround Time: Same or next day availability; dependent on the question.

Starved Rock Library System Headquarters
900 Hitt Street
Ottawa, Illinois 61350
815/434-7537

Cost of Service: $10.00 plus on-line and teleconnect charges.

Turnaround Time: Call for information.

Bradley University
Library
Data Base Services
Peoria, Illinois 61625
309/676-7611, Ext. 530

Cost of Service: Bradley University students and faculty — no charge; others — actual costs plus $5 ($20 minimum).

Turnaround Time: Three to six days.

Rock Valley College
Educational Resources Center
3301 North Mulford Road
Rockford, Illinois 61111
815/654-4432

Cost of Service: BRS cost for the search; no additional service charge.

Turnaround Time: Within 24 hours.

Rockford College
Howard Collman Library
5050 East State Street
Rockford, Illinois 61108-2393
815/226-4035

Cost of Service: $2.00 service charge plus cost of the search.

Turnaround Time: Within 24 hours.

Rockford Public Library
215 North Wyman Street
Rockford, Illinois 61101
815/956-6731

Cost of Service: Cost of search; no additional service charge.

Turnaround Time: 24-48 hours.

University of Illinois
College of Medicine
Library of the Health Sciences
1601 Parkview Avenue
Rockford, Illinois 61107
815/987-7364

Cost of Service: Faculty and students — cost of search plus $2.00; Non-faculty — cost of search plus $15.00.

Turnaround Time: Same day.

North Suburban Library System
5215 Oakton Street
Skokie, Illinois 60007
312/679-1380

Cost of Service: Administrative fee of $10 plus all direct search costs.

Turnaround Time: Not known.

ERIC Clearinghouse on Elementary and Early Childhood Education
College of Education
University of Illinois
805 West Pennsylvania Avenue
Urbana, Illinois 61801
217/333-1386

Cost of Service: ERIC database — $15 base fee plus actual cost of time online, plus actual cost of printout, plus $2.00 postage and handling.

Turnaround Time: Quick search — eight hours; local — one to five days; other — five to ten days; SDI by arrangement.

ERIC Clearinghouse on Reading and Communication Skills
National Council of Teachers of English
1111 Kenyon Road
Urbana, Illinois 61801
217/328-3870

Cost of Service: $25 for up to 50 citations; $.10 for each additional citation.

Turnaround Time: One to two weeks.

Morrison-Talbott Library
219 Park Street
Waterloo, Illinois 62298
618/939-6232

Cost of Service: Cost of search plus telephone costs.

Turnaround Time: One week or less.

ERIC Locations — Illinois

This publication contains abstracts of ERIC documents (ED) which are available in microfiche collections at various libraries/resource centers in Illinois. School personnel should contact the most convenient location on the following list and inquire about user policies and prices for hardcopy reproductions. The list is arranged alphabetically by city of location.

City	Site	Agency	Phone
Carbondale	Morris Library	Southern Illinois University	618/453-2274
Charleston	Booth Library	Eastern Illinois University	217/581-3720
Chicago	425 North Michigan, 12th Floor	Chicago Public Library	312/269-2830
Chicago	95th and King Drive	Chicago State University	312/995-2235
Chicago	Julia D. Lewis Library	Loyola University	312/670-2875
Chicago	Library	Northeastern Illinois University	312/583-4050
Chicago	Joseph Regenstein Library	University of Chicago	312/753-3766
Chicago	Library	University of Illinois at Chicago	312/996-2738
DeKalb	Library	Northern Illinois University	815/753-1874
Edwardsville	Lovejoy Library	Southern Illinois University	618/692-2906
Evanston	Library	Northwestern University	312/492-7604
Evanston	Library	National College of Education	312/256-5150
Grayslake	Learning Resources Center	College of Lake County	312/223-6601 Ext. 394
Macomb	Library	Western Illinois University	309/298-2411 Ext. 263,4,5
Normal	Milner Library	Illinois State University	309/438-3675
Palos Hills	Library	Moraine Valley Community College	312/974-4300
Park Forest	Library	Governors State University	312/534-5000 Ext. 2323
Peoria	Cullom-Davis Library	Bradley University	309/676-7611 Ext. 530,531
River Forest		Concordia College	312/771-8300 Ext. 448
Springfield	Brookens Library	Sangamon State University	217/786-6633
Springfield	Media and Resources Center	Illinois State Board of Education	217/782-4433
Urbana	ERIC Clearinghouse on Elementary and Early Childhood Education	College of Education University of Illinois	217/333-1386
Urbana	ERIC Clearinghouse on Reading and Communication Skills	National Council of Teachers of English	217/328-3870

Resource Agencies — National

This listing includes national organizations which provide various resources and services related to the eight characteristics of the Illinois Quality Schools Index.

American Association of School Administrators
1801 North Moore Street
Arlington, Virginia 22209
703/528-0700

American Society for Training and Development
Suite 305
600 Maryland Avenue, S.W.
Washington, D.C. 20024
202/484-2390

Appalachia Educational Laboratory, Inc.
P.O. Box 1348
Charleston, West Virginia 25325
304/344-8371

Association for Supervision and Curriculum Development
225 North Washington Street
Alexandria, Virginia 22314
703/549-9110

Center for Educational Policy and Management
College of Education
University of Oregon
Eugene, Oregon 97403
503/686-5173

Center for Social Organization of Schools
Johns Hopkins University
3505 North Charles Street
Baltimore, Maryland 21218
301/338-8249

Center for the Study of Learning and Teaching Styles
School of Education and Human Services
St. John's University
Grand Central and Utopia Parkways
Jamaica, New York 11439
718/990-6161, Ext. 6412

Council for Basic Education
725 Fifteenth Street, N.W.
Washington, D.C. 20005
202/347-4171

Education Commission of the States
300 Lincoln Tower
1860 Lincoln Street
Denver, Colorado 80295
303/830-3600

ERIC Clearinghouse on Adult, Career, and Vocational Education
Ohio State University
National Center for Research in Vocational Education
1960 Kenny Road
Columbus, Ohio 43210
614/486-3655

ERIC Clearinghouse on Counseling and Personnel Services
University of Michigan
School of Education Building, Room 2108
East University and South University Streets
Ann Arbor, Michigan 48109
313/764-9492

ERIC Clearinghouse on Educational Management
University of Oregon
1787 Agate Street
Eugene, Oregon 97403
503/686-5043

ERIC Clearinghouse on Elementary and Early Childhood Education
University of Illinois
College of Education
805 West Pennsylvania Avenue
Urbana, Illinois 61801-4897
217/333-1386

ERIC Clearinghouse on Information Resources
Syracuse University
School of Education
Huntington Hall, Room 030
Syracuse, New York 13210
315/423-3640

ERIC Clearinghouse on Reading and Communication Skills
National Council of Teachers of English
1111 Kenyon Road
Urbana, Illinois 61801
217/328-3870

ERIC Clearinghouse on Rural Education and Small Schools
New Mexico State University
Box 3 AP
Las Cruces, New Mexico 88003
505/646-2623

ERIC Clearinghouse on Teacher Education
American Association of Colleges for Teacher Education
One DuPont Circle, N.W., Suite 610
Washington, D.C. 20036
202/293-2450

ERIC Clearinghouse on Tests, Measurement, and Evaluation
Educational Testing Service
Princeton, New Jersey 08541
609/734-5176

Far West Laboratory for Educational Research and Development
1855 Folsom Street
San Francisco, California 94103
415/565-3151

I/D/E/A
259 Regency Ridge
Dayton, Ohio 45429
513/434-6969

Institute for Learning and Teaching (ILT)
Science Building, Third Floor
University of Massachusetts, Harbor Campus
Dorchester, Massachusetts 02125
617/929-8530

Institute for Responsive Education
704 Commonwealth Avenue
Boston, Massachusetts 02215
617/353-3309

Instructional Objectives Exchange
11411 West Jefferson Boulevard
Culver City, California 90230
213/391-6295

International Reading Association
800 Barksdale Road
P.O. Box 8139
Newark, Delaware 19714-8139
302/731-1600

Mid-Continent Regional Educational Laboratory (McREL)
4709 Belleview Avenue
Kansas City, Missouri 64112
816/756-2401

National Assessment of Educational Progress
Box 2923
Princeton, New Jersey 08541
609/734-1624

National Association of Elementary School Principals
1920 Association Drive
Reston, Virginia 22091
703/620-6100

National Association of Secondary School Principals
1904 Association Drive
Reston, Virginia 22091
703/860-0200

National Committee for Citizens in Education
Wilde Lake Village Green
Columbia, Maryland 21044
301/997-9300

National Congress of Parents and Teachers (PTA)
700 North Rush Street
Chicago, Illinois 60611-2571
312/787-0977

National Council of States on Inservice Education (NCSIE)
Syracuse University School of Education
364 Huntington Hall
150 Marshall Street
Syracuse, New York 13210
315/423-4167

National School Public Relations Association
1801 North Moore Street
Arlington, Virginia 22209
703/528-5840

National Staff Development Council (NSDC)
5198 Westgate Drive
Oxford, Ohio 45056
513/523-6029

The Northeast Regional Exchange, Inc.
160 Turnpike Road
Chelmsford, Massachusetts 01824
617/256-3987

Northwest Regional Educational Laboratory
300 S.W. Sixth Avenue
Portland, Oregon 97204
503/248-6800

Phi Delta Kappa
Center on Evaluation, Development and Research (CEDR)
Eighth Street and Union Avenue
Box 789
Bloomington, Indiana 47402-0789
812/339-1156

Research and Development Center for Teacher Education (R&DCTE)
The University of Texas at Austin
Education Annex 3.203
Austin, Texas 78712-1288
512/471-1343

Research for Better Schools
444 North Third Street
Philadelphia, Pennsylvania 19123
215/574-9300

San Mateo Educational Resources Center
333 Main Street
Redwood City, California 94063
415/363-5447

Southwest Educational Development Laboratory
211 East Seventh Street
Austin, Texas 78701
512/476-6861

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